MADRAS INSTITUTE OF DEVELOPMENT STUDIES
LIBRARY

Call Number 370.194 J4

Accession Number 1651

This book should be returned on or before the date last marked below.

Monographs on Fundamental Education:

I. *Fundamental Education: Description and Programme.*
II. *Co-operatives and Fundamental Education,*
by Maurice Colombain.
III. *The Mexican Cultural Mission Programme,*
by Lloyd H. Hughes.
IV. *The Haiti Pilot Project: First Phase, 1947-1949.*
V. *The Healthy Village: an Experiment in Visual Education in West China.*
VI. *Progress of Literacy in Various Countries.*
VII. *Social Welfare Work in Jamaica,*
by Roger Marier.
VIII. *The Use of Vernacular Languages in Education.*
IX. *Youth and Fundamental Education.*

YOUTH AND FUNDAMENTAL EDUCATION

UNESCO

Published in December 1954 by the United Nations Educational, Scientific and Cultural Organization
19 Avenue Kléber, Paris-16e
Printed by A. Lahure

© Unesco 1954
Printed in France
ED. 54. III. 9 A

INTRODUCTION

Young people in many parts of the world have long been wondering how they might help to improve living conditions in the so-called underdeveloped areas which exist on every continent. Since 1950, when the United Nations launched its Expanded Programme of Technical Assistance to economically underdeveloped countries, their desire to help has become even greater.

This booklet gives suggestions as to how young people can join hands with the United Nations in fighting the great battle of our time: the battle against hunger, disease and ignorance. I hope that the description of the needs of the world will serve as a reminder of the interdependence of all the people of the world and as a call to co-operative action. I hope that the booklet will give young people a clearer idea of what can be done and how it can be done, in order that the next 10 years may see an ever-increasing number of young people and youth organizations initiating local, national and international programmes for spreading information about fundamental education, for promoting mutual assistance, for training young people for work in needy areas and for organizing community action to improve living conditions.

Through such expressions of belief in the solidarity of peoples, today's youth has a unique opportunity to help in creating peace.

LUTHER H. EVANS
Director-General

CONTENTS

Foreword 9

Chapter I. Needs of the world 11
Health 12
Infant mortality 12
Mass diseases 13
Prevention and control of diseases 15
Food and nutrition 15
Food production 15
Housing 17
Urban housing 17
Rural housing 18
Education 18
Primary education 19
Technical and vocational education 19
Conditions of life for women and children 20
Access of women to education 20
Women's work 23
Early marriages 23
Special problems of children 23
Conclusion 24

Chapter II. Fundamental education and the needs of the world. 25
What is fundamental education? An illustration. . 26
What type of activities do governments undertake in the field of fundamental education? 28
How do the United Nations and its Specialized Agencies promote fundamental education? . . 31
Promoting a wider understanding of fundamental education and the problems it seeks to solve . 31
Encouraging national fundamental education programmes 32
Training specialists 33
Can youth play a role in fundamental education? . 35
Mauritius. The Young Christian Workers combat illiteracy 36
India. The World University Service organizes a social service programme for students . . 37

Philippines. The Young Women's Christian Association (YWCA) helps women in the slums . 41
Greece. The Mennonite Central Committee assists Greek villagers to adopt better farm methods . 43
Algeria. The International Voluntary Service for Peace extends its programme of community service 45
Mexico. The American Friends Service Committee co-operates with the Mexican Government 49
Ceylon. A United Nations expert organizes Young Farmers' Clubs 53

Chapter III. Specific suggestions for youth groups . . . 55
Direct participation in fundamental education programmes 55
General observations 55
Direct participation by local youth groups . . 56
Direct participation by international youth groups 57
Participation in official fundamental education programmes, national or international . . 57
Training 58
Individual participation 58
Group participation 59
Information and study 60
Information through press, radio, films and exhibitions 60
Study meetings 62
Surveys 64
Mutual assistance: financial and material aid . . 65

Conclusion 68

Appendix I. Additional Statistical Charts 70

Appendix II. Selected bibliography on youth and fundamental education 80

Appendix III. Visual aids on fundamental education available from Unesco 85

FOREWORD

The main purpose of this booklet is to give leaders of youth groups some idea of the magnitude of the task involved in raising the standard of living of millions of their fellow men and women throughout the world. It first sets forth some of the world's needs, then goes on to propose a number of activities which youth organizations might undertake to help to meet them.

The first chapter gives a very brief and simple outline of the world's health, food, housing and educational problems. This does not pretend to be either a scholarly or an exhaustive account, (though some statistics are included) but rather a call to action. Many youth leaders will wish to fill out the picture by consulting the bibliography where they will find listed works which go into fuller detail.

After reading even this simple account of the world social situation, youth leaders will readily understand why an international organization such as the United Nations has turned its attention to these questions, and will be better prepared to appreciate that part of Unesco's programme which is called Fundamental Education. In this, the problems of health, housing, illiteracy and agriculture are taken to be inter-related and it is accepted that an ideal educational programme must deal simultaneously with them all.

Young people have proved their ability to promote fundamental education programmes through quiet work behind the scenes—informing the public, raising money for projects, studying the problems. In order to encourage such activities, the reader will find here suggestions for activities and examples of their operation, which, it is hoped, can be adapted to fit into the pattern of youth work everywhere.

The contribution of youth groups may also include some field work. Although fundamental education has traditionally been considered a task for experts with sound training and technical knowledge, there does seem to be a role for voluntary youth groups, for the 'amateur' with a strong motivation to serve his

community. Forms of co-operation between young people and specialists in fundamental education are therefore suggested.

In order to indicate various techniques and methods for such work, this booklet presents a description of the preparation, organization and follow-through of seven projects undertaken by different youth groups—four local groups in underdeveloped regions and three international teams. The booklet is not meant to serve as a manual for organizing fundamental education programmes; such technical information must come from other sources. However, it is hoped that it will encourage youth leaders to introduce into their regular programme activities related to fundamental education. Groups or individuals requiring further information or advice should write either to Unesco or to the National Commission for Unesco in their own country.

CHAPTER I

THE NEEDS OF THE WORLD

Two-thirds of the people of the world live in poverty and want. More than one million five hundred thousand people in Asia, Africa, Latin America and parts of Europe still have a standard of living which denies them the most elementary human needs.

In those areas the greatest obstacles to social progress—disease, ignorance and poverty—perpetuate themselves. Millions of human beings are victims of diseases which cause not only great misery but also immense economic loss. The so-called 'mass diseases', such as malaria, tuberculosis, yaws, syphilis and malnutrition are so widespread that they are dominant factors in hindering social and economic development.

The supply of food for this two-thirds of the world's population is insufficient. Even when enough food is available, the diet chosen by the people rarely gives adequate nourishment or resistance to the body. Nutritional diseases are prevalent; for example, beriberi weakens millions of Asians whose basic food, rice, has lost its vitamins through excessive milling.

More than half the people of the world are desperately poor. The average annual income in the less developed countries is under $100 per head, while in other countries it is about $500. Asia (not including the Middle East) which has nearly half the world's population, 1,285,000,000 inhabitants, earns only 10 per cent of the world's income. Africa earns 2 per cent, the Middle East 1.5 per cent and Latin America 4.5 per cent. On the other hand, in North America, less than 7 per cent of the world's population produces almost 43 per cent of the world's income. Nearly 40 per cent is produced by Europe, the U.S.S.R. and Oceania.

Low incomes in less developed countries are related not only to production but also to other social conditions: concentration of land ownership in the hands of a few, a large surplus of unskilled labour competing for badly paid work, and extreme educational and cultural differences between the various economic classes.

In rural areas—where more than 60 per cent of the population of Asia, Africa and Latin America live—agricultural implements and methods of cultivation are exceedingly primitive, and much hard manual labour is required. Livestock and poultry are often poorly bred, poorly kept and unproductive. Certain customs and uneconomic traditions accentuate the distress.

In non-agricultural areas, most of the industrial output still comes from handicraft industries scattered in numerous households and small workshops. Already, however, there is serious competition between handicrafts and factory industries. The decline of some of the traditional handicraft industries has created great problems of social and economic readjustment. The improvement of working conditions in newly industrialized areas is also a problem.

These preliminary notes have indicated a few of the chief factors in the situation. The paragraphs below deal in more detail with some aspects of the urgent basic human needs: health, food, housing, and education. These problems are closely interrelated; disease, poverty and ignorance are but separate links in a single chain.

HEALTH

Health, says the World Health Organization, a Specialized Agency of the United Nations, is a 'state of complete physical, mental and social well-being and not merely the absence of disease and infirmity'. In many areas of the world, even those people who consider themselves in good health seldom enjoy this state of complete well-being. The fact is that the men and women of those areas are so used to disease, hunger and poverty that they are generally unaware of their weakened physical condition. The disintegrating process has been so gradual that ill-health has become a part of their lives. Infant mortality is very high; and for those who survive, life often means only weakness, poverty and hunger. Malnutrition itself, a result of poverty and ignorance, exposes people to many other diseases.

Infant Mortality

In underdeveloped areas a person can expect to live only 30 years. Infant deaths account for a large percentage of the deaths. Statistical Chart No. 1 shows the rates of infant mortality throughout the world.

STATISTICAL CHART 1. Rates of infant mortality

	1947-49 (average)	1950-51 (average)
Africa		
Egypt	133.6	—
Mauritius	130.4	79.9
Sierra Leone (Colony only)	[1]177.1	—
North America		
Canada	44.0	[2]40.7
Jamaica	86.5	79.8
Puerto Rico	72.6	67.6
Trinidad and Tobago	79.0	79.2
United States of America	31.8	28.9
Latin America		
Chile	163.4	150.8
Costa Rica	100.4	88.7
Mexico	100.4	[2]97.1
Venezuela	96.1	[2]80.9
Asia		
Ceylon	93.3	81.4
Israel	[3]38.5	42.6
Japan	66.9	58.6
Singapore	80.0	78.6
Europe		
Poland	[4]109.1	[2]108.0
Spain	73.6	68.7
Sweden	23.9	21.0
United Kingdom	[6]36.3	[5]31.2

1. 1948-49 average.
2. 1950 only.
3. Refers to Jewish population of the Mandated Territory of Palestine.
4. Bydgoszcz, Gdansk and Poznan provinces only.
5. Figures refer to the total territory of the United Kingdom.
6. England and Wales only.

Note. From *Preliminary Report on the World Social Situation*, with special reference to standards of living, United Nations, New York, 1952, p. 14.

Mass Diseases

Some diseases affect such a high proportion of the people of underdeveloped areas that they are known as 'mass diseases': malaria, bilharziasis, yaws and other treponematoses, hookworm, tubercular, gastro-intestinal and nutritional diseases.

Malaria is probably the mass disease which has the greatest effect on the greatest number of people. About 300 million people

in the world suffer from it, and 3 million a year die from its effects. In South-East Asia alone, this disease weakens 100 million people annually. In Bengal, more than half the population suffers recurrent attacks of malaria.

Tuberculosis is geographically more widespread. Malnutrition and bad housing facilitate the spread of this disease.

Treponematoses: these are a series of disfiguring diseases including syphilis, yaws, bejel and pinta. Syphilis is generally transmitted venereally, but the other diseases are spread by simple contact: for example, by children at play, by drinking from cups used by other people.

Trachoma is an eye disease found in about four-fifths of the world. It is most common in the arid zone, but is also found in wet tropical areas. It has been estimated that trachoma causes the loss of 20 million work days each year in Tunisia alone.

Bilharziasis is transmitted by a water snail, affecting chiefly those who work in irrigated fields. About 10 million people are affected in Egypt, causing an estimated 33 per cent drop in productivity.

Gastro-intestinal diseases, which are responsible for many infant deaths, are usually transmitted through unclean food or water. Dysentry, cholera and typhoid are the most common of these diseases.

Nutritional diseases. Although there are few statistics available, there is no doubt that nutritional diseases are widespread. Ignorance and taboos contribute to nutritional deficiency diseases in countries where the diet, even when it is not deficient in calories, is ill-balanced.

Since mass diseases are disproportionately high in the tropical countries, some people have held that the climate itself limits the extent to which health can be improved. However, it has been demonstrated that health depends more on the degree of development than on latitude. The health problems in temperate countries once seemed just as intractable as mass diseases do in tropical countries today.

But there are no frontiers to health problems—there is only a succession of horizons. No sooner has effective control of infectious or contagious diseases been gained and mass diseases reduced or cleared away, than other diseases have assumed a new gravity. This phenomenon must be carefully watched in areas of rapid industrialization, otherwise diseases of advanced civilizations such as silicosis and mental or degenerative disturbances may find a population unable to resist them.

Prevention and Control of Diseases

The control of disease is a first step to positive health and it is a pre-condition for economic and social development. But man's fight against disease requires doctors, nurses and medical supplies.

Even if enough doctors and experts were available, however, advanced techniques would often be irrelevant or go unused, for their full exploitation demands both public understanding and certain specific conditions. Simple techniques are often more effective as a beginning: for example, important work can be done by health visitors and social workers able to establish contacts with the women, help create a new spirit of social responsibility, and spread information about the exact causes of ill-health. A trained midwife, too, can be a force for better health among rural people—it is perhaps true that midwives provide the key to health education among 80 per cent of the population of Asia (1,000 million people). Asia alone needs 300,000 educated midwives, for they are sometimes the only medical visitors allowed near the girls and women.

FOOD AND NUTRITION

Good health depends on proper nourishment. Yet undernourishment and malnutrition are very widespread. Nearly 1,500 million people, scattered throughout many countries, do not get enough food to satisfy their hunger. (Statistical chart No. 2 shows the discrepancy between needs and supplies in many countries.)

Unbalanced diets have serious effects on health and well-being. The human body needs both energy-producing or fuel foods (measured by calories) and foods high in protective elements—proteins, minerals, vitamins. Even in those countries where the calorie level is adequate, the diets often do not contain enough protective foods. For example, in Egypt, certain deficiency diseases, such as pellagra and rickets, occur among both rural and urban groups, even though the observed calorie intake corresponds reasonably well with the estimated requirements. (Statistical chart No. 1, Appendix I, p. 70, shows the consumption of various foods in 22 countries.)

Food Production

How can the world's food supply be increased in order to remedy these ills and to feed the two thousand million five hundred thousand inhabitants of the globe?

STATISTICAL CHART 2. Calorie supplies measured against requirements (calories *per capita per diem*)

Region and country	Recent level	Estimated requirements	Difference (per cent of requirements)
Far East			
Ceylon	1 970	2 270	— 13.2
India	1 700	2 250	— 24.4
Japan	2 100	2 330	— 9.9
Philippines	1 960	2 230	— 12.1
Middle East			
Cyprus	2 470	2 510	— 1.6
Egypt	2 290	2 390	— 4.2
Turkey	2 480	2 440	+ 1.6
Africa			
French North Africa	1 920	2 430	— 20.9
Mauritius	2 230	2 410	— 7.5
Union of South Africa	2 520	2 400	+ 5.0
Latin America			
Argentina	3 190	2 600	+ 22.7
Brazil	2 340	2 450	— 4.5
Chile	2 360	2 640	— 10.6
Mexico	2 050	2 490	— 17.6
Uruguay	2 580	2 570	+ 0.4
Europe			
Denmark	3 160	2 750	+ 14.9
France	2 770	2 550	+ 8.6
Greece	2 510	2 390	+ 5.0
Italy	2 340	2 440	— 4.1
Norway	3 140	2 850	+ 10.2
United Kingdom	3 100	2 650	+ 16.9
North America and Oceania			
Australia	3 160	2 620	+ 20.6
United States of America	3 130	2 640	+ 18.5

Note. From *Preliminary Report on the World Social Situation*, with special reference to standards of living, United Nations, New York, 1952, p. 42.

The low level of food production in the underdeveloped areas together with the amount of unexploited resources in the advanced countries, constitutes an increasingly urgent problem. The second world war acutely aggravated conditions both in Europe and in the Far East. Livestock, farm buildings, storage and processing facilities were destroyed; soil reserves were seriously depleted,

United Nations photo

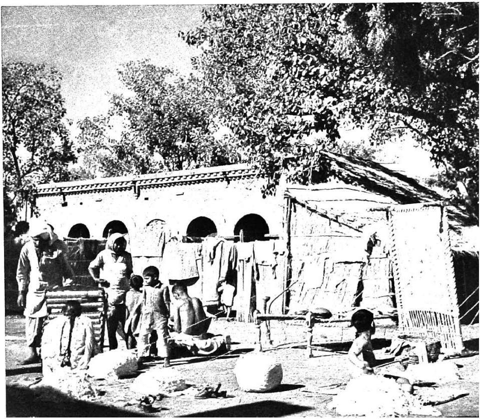
A Sarawak family. Primitive dwellings, the unemployment of unskilled men, overworked women, unhealthy conditions of life for children and the whole family: many people of the world live in the midst of such conditions and are engaged in a daily struggle against hunger and ignorance.

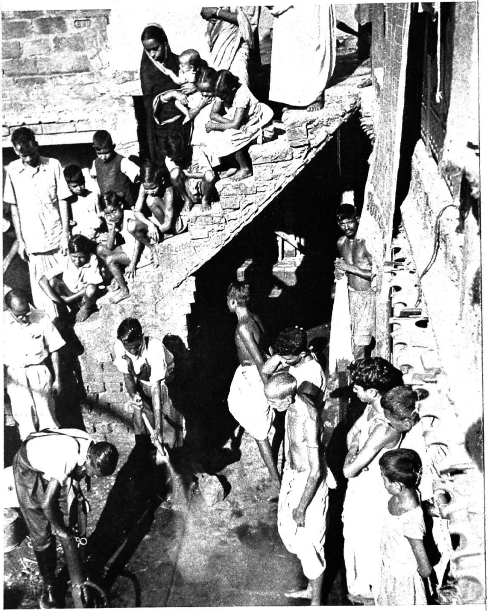
United Nations photo

Refugees set up a small weaving industry in Lahore, Pakistan. ▶

◄ Java. In rural areas, the problem of transport is difficult, and people must carry their own goods to market.

United Nations photo





United Nations photo

◄ Calcutta. The destruction of rats by cyano gas. Mass diseases are quickly spread in cities where unhealthy living quarters are infested with rats and insects.

A Senegal dispensary. In Africa, as in all underdeveloped countries, there are few doctors and few medical schools. Preventing sleeping sickness in the French Cameroons.

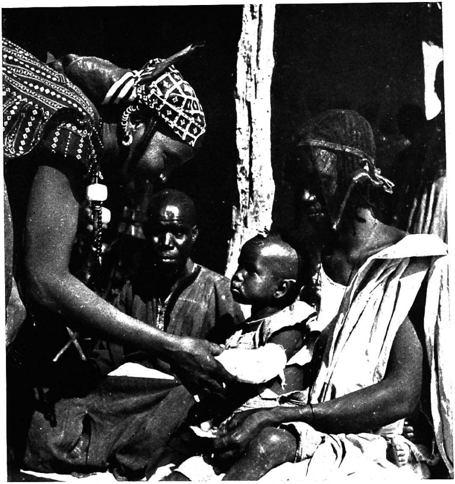
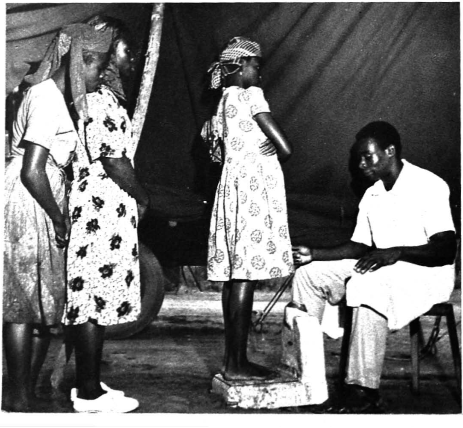


Photo Unesco-Eric Schwab

A child prepares food in Ceylon. A recent survey in Ceylon shows that many people have an insufficient diet—without enough calories, to say nothing of protective foods. ▶

Unesco photo



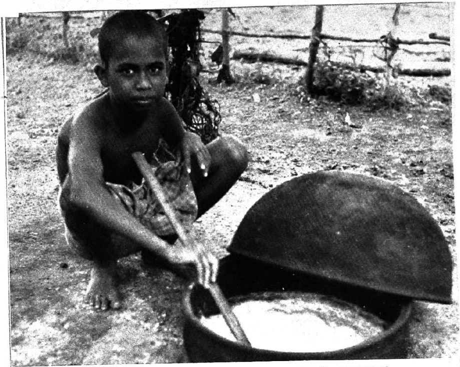


Photo Unesco-Eric Schwab

◀ Women in the Cameroons being weighed and injected with lomidine.

United Nations photo

United Nations photo

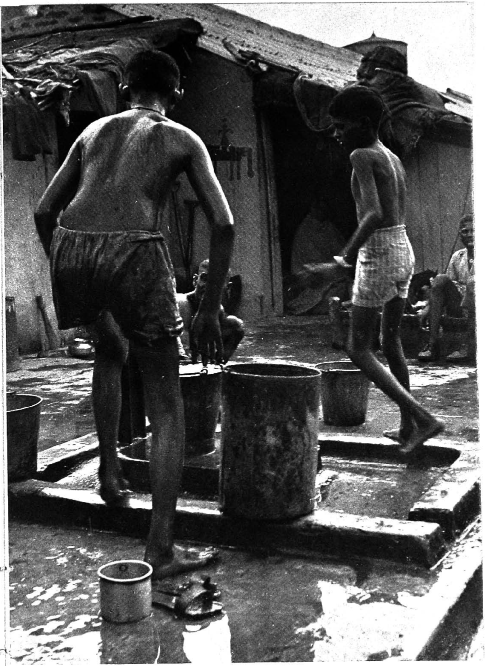
Shacks in Ecuador. As many as 150 million families in the less-developed areas require adequate homes in better physical surroundings.

◀ India. A Terai woman preparing 'chappati'. In many Indian amilies, the average daily calorie intake is well below 2,000.

Slums in India. The typical working-class family in most cities of Asia, Africa and Latin America lives in a single room and often has no private cooking, bathing or toilet facilities. The cities which have grown most rapidly are usually surrounded by slums built of scrap material, and lacking even a simple sewage disposal system. ▶

A Mexican worker and his family making fishing nets outside their primitive house near Patzcuaro. The Latin American peasant usually builds his one-room dwelling from locally available materials. The earth is the floor of his house, and little or no furniture is used. The family spends most of its time out-of-doors.

Unesco photo



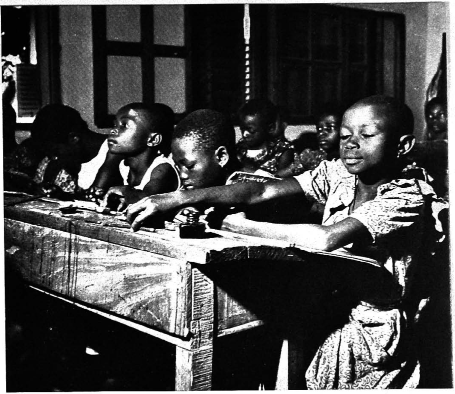
United Nations photo

United Nations photo

Photo Unesco-Eric Schwab

United Nations photo

Photo Unesco-Eric Schwab



A primary school in Cameroon Yaoundé. Many children in the world would be pleased to attend such a school.

Facing page, above.

◀ Rangoon, Burma. Dyeing material in oil cans and treading on it in a very primitive way. The acquisition of technical skills in many underdeveloped countries is made difficult by the lack of primary education.

Facing page, below.

◀ Teach a man and you teach a single person—teach a woman and you teach a whole family.

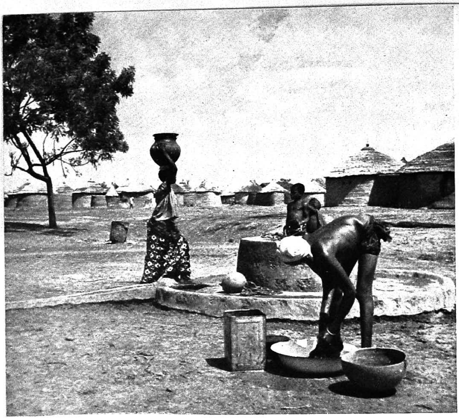


Photo Unesco-Eric Schwab

Women cutting willow slips for planting on Pa Kuo Chou Island. The willows will help control soil erosion and provide fuel. In Asia, a considerable proportion of agricultural labour is done by women working, without wages, for their families. ▶

◀ The water supply is often far from the home, and carrying water is one of the daily tasks of women in the Gold Coast, in India and in other underdeveloped areas.

CRM photo

United Nations photo

The water supply is often far rom home, and carrying water is one of the daily tasks of women in the Gold Coast, in India and in other underdeveloped areas.

and important markets and sources of supply were cut off from each other.

In the Far East, the whole post-war period has been marked by political disturbances which have prevented an increase in production. In fact, throughout this region, the average rice production in 1949 and 1950 was 2.5 per cent *below* the pre-war level, while the population had increased more than 10 per cent.

It would be possible to solve the problem of food production in the world if all potential productive resources—land, farm machinery, fertilizers and modern technical knowledge—could be fully mobilized.

In many of the underdeveloped regions good land does exist, but has not been fully utilized because, for one thing, modern techniques have not yet been used; systems of land tenure have made the situation worse. For example, a large part of Latin America has no farmer class. The over-concentration of land in the hands of a small 'latifundista' class has resulted in food surpluses in one part of a country and hunger in others. There are vast areas where it is practically impossible for the people to acquire such basic foods as milk and meat.

HOUSING

Almost as urgent as increasing the food supply for the world's growing population is the task of improving the housing situation. There is no country without a housing problem. Rough estimates suggest that the housing deficit in the industrially advanced countries amounts to more than 30 million family dwelling units, and that as many as 150 million families in the underdeveloped areas require better housing.

There are differences between the situation in the more developed and the less-developed countries, both as regards the quality and quantity of housing available and the nature of the housing problem. Less-developed areas are particularly ill-equipped to deal with the housing problem because they lack the economic resources and the technological means.

Urban Housing

The most conspicuous housing problems of the less-developed areas derive from the rapid expansion of their cities in recent years. Industrialization, the large-scale migration of peasants, and floods of refugees have caused a housing shortage in many

cities—such, for example, as New Delhi, Karachi and Hong Kong. The post-war period has seen the growth of city slums, comparable to those accompanying the European industrial revolution in the nineteenth century.

Rural Housing

The great majority of the people in the less-developed areas are rural villagers who live in houses which they have built, according to traditional patterns, from such locally available materials as mud, bricks, stone, bamboo or thatch. These houses generally consist of only one room in which people sleep, cook and work. Washing facilities are unsatisfactory; there is no provision for sewage and garbage disposal; the water supply is inconvenient or contaminated; insects infest the huts and animals share the shelter with the people.

Much of the difficulty in providing adequate housing arises from backward technology and organization in the housing industry. Building costs have so risen, even relative to other rising costs, that the average working-class family cannot afford to pay the rent needed to meet the cost of building the average working-class home.

There has been a general tendency for public authorities and other specialized financing agencies to take over the construction of houses, and governments have been devoting increased attention to the problem. However, the resources of governments in the less-developed areas are so limited that any extensive rural housing programme seems to be impossible. A great deal could be accomplished by schemes of 'aided self-help', involving group action by the prospective householders stimulated and assisted by funds, materials, equipment and technical advice provided by public agencies.

EDUCATION

The problems related to health, food and shelter will not be solved without improving education. At present, at least half the people of the world (more than 1,200 million men and women) do not know how to read and write. It is not possible to present an exact picture of the situation because complete data from many countries and territories are not available. Even when literacy data are available, the evaluation of literacy is still difficult because of the differing definitions of the term and because in some com-

munities those who have learned to read and write have very little appropriate reading material and little means of exploiting their skill.

Statistical chart No. 2 in Appendix I on p. 74 can thus give only a superficial analysis of the situation. The figures are based on the most recent census or estimate within the last 25 years, in 86 countries and territories. Sometimes they include all age-groups, and sometimes only persons over 7 years of age.

Primary Education

The less-developed regions often have greater percentages of school-age children than developed areas. In the former, children are often economic assets, necessary at certain times of the year to aid their parents with sowing or gathering of crops. Thus, the task of providing a primary education for *all* children is the most difficult in the areas which have the least economic resources.

Statistical chart No. 3 will help to make the comparison clearer.

In the first six countries, there are four or five adults aged 20-69 to support the schooling of each child of 5-14 years. In the other six countries, there are only two adults to support a child. Even if the less-developed country had the same budget as a developed country of equal population, a much larger proportion of its expenditure would have to be devoted to primary education in order to achieve the same level of education. A greater amount of money would also have to be devoted to training teachers, building schools and preparing educational materials.

Technical and Vocational Education

In the less-developed areas, the problem of technical training is not only urgent but complicated. The creation of technical schools and the training of qualified personnel are of little use unless there is a local market for their skills. Particular attention should be given to training technicians who can give reality to the plans created by the more highly educated.

Even if fees for technical education are not large and even if financial aid is given to qualified students, a great majority of children are unable to get an adequate primary and pre-vocational training. Talented children of low-income groups are thus unable to contribute to the leadership and technical development of their country.

STATISTICAL CHART 3. Percentage of school-age children

Countries[1]	Age group 5-14	Age group 20-69
Australia (1947)	15.1	61.8
Belgium (1949)	12.9	65.0
England and Wales (1948)	13.0	65.3
France (1950)	13.1	63.1
Sweden (1947)	13.1	65.0
United States (1949)	16.5	61.1
Egypt (1937)	25.9	49.4
India (1931)	24.6	49.6
Jamaica (1943)	23.9	51.2
Malaya (1947)	27.0	49.4
Mexico (1940)	26.6	47.0
Venezuela (1945)	25.6	46.6

1. In the first six countries, there are four or five adults aged 20-69 to support the schooling of each child aged 5-14. In the second six there are only 2 adults to support each child.

Note. From *Preliminary Report on the World Social Situation*, United Nations, New York, 1952, p. 65.

CONDITIONS OF LIFE FOR WOMEN AND CHILDREN

Then there is the question of equal educational opportunities for girls and young women. It is not the only special problem faced by women; in many areas strong traditional beliefs have opposed the changing of social attitudes and have left women to live in religious or social segregation.

Access of Women to Education

In many places women have few possibilities to learn more about their traditional activities: caring for children, attending to the needs of the family, and decorating the home. Equal educational opportunities for girls and young women are often not available because of the opposition of parents for social or financial reasons or because of the lack of adequate school facilities.

Statistical charts Nos. 4 and 5 reveal the situation existing in many parts of the world.

STATISTICAL CHART 4. Primary schools (percentage)

Country	Boys	Girls	Mixed
Austria	7.20	9.03	83.77
Belgium	37.31	32.16	30.53
Burma (Union of)	—	—	100.00
Cambodia	—	0.71	99.29
Dominican Republic	1.22	1.25	97.53
Finland	—	—	100.00
Iceland	0.47	—	99.53
Jordan (Hashemite Kingdom of)	66.80	33.20	—
Luxembourg	31.68	33.72	34.60
Monaco	50.00	50.00	—
Netherlands	14.28	13.49	72.23
New Zealand	2.05	1.54	96.41
Panama	0.41	0.61	98.98
Peru	40.05	32.88	27.07
Philippines	—	—	100.00
Portugal	35.89	32.30	31.80
Saudi Arabia	100.00	—	—
United Kingdom (England and Wales grant-aided)	3.04	3.36	93.60
Viet-Nam	95.25	1.58	3.17

Note. From *Access of Women to Education*, Paris, Unesco; Geneva, International Bureau of Education, 1952, p. 16.

STATISTICAL CHART 5. Primary enrolments (percentage)

Country	Boys	Girls
Argentina	51.84	48.18
Australia	51.58	48.42
Austria	50.27	49.73
Belgium	50.19	49.81
Bolivia	62.59	37.41
Brazil	50.60	49.40
Bulgaria	53.17	46.83
Cambodia	79.68	20.32
Canada	51.59	48.41
Chile	51.81	48.19
China (Formosa)	61.01	38.99
Colombia	51.26	48.74

Country	Boys	Girls
Denmark	50.96	49.04
Dominican Republic	51.41	48.59
Ecuador	53.66	46.34
Egypt	64.76	35.24
El Salvador	51.08	48.92
Finland	49.90	50.10
France	50.08	49.92
German Federal Republic	50.88	49.12
Guatemala	56.84	43.16
Honduras	53.28	46.72
Iceland	50.34	49.66
India	73.46	26.54
Iran	75.18	24.82
Iraq	75.31	24.69
Ireland	50.28	49.72
Italy	52.68	47.32
Japan	50.64	49.36
Jordan (Hashemite Kingdom of)	74.79	25.21
Luxembourg	49.85	50.15
Mexico	51.93	48.07
Monaco	49.87	50.13
Netherlands	51.64	48.36
New Zealand	51.85	48.15
Panama	51.65	48.35
Peru	47.36	52.64
Philippines	52.88	47.12
Portugal	55.73	44.27
Spain	50.77	49.23
Sweden	51.35	48.65
Switzerland	50.66	49.34
Syria	72.11	27.89
Thailand	52.36	47.64
Turkey	62.47	37.53
United Kingdom		
England and Wales	51.36	48.64
Scotland	51.03	48.97
United States	51.42	48.58
Venezuela	50.27	49.73
Viet-Nam	66.93	33.07
Yugoslavia	53.93	46.07

Note. From *Access of Women to Education*, Paris, Unesco; Geneva, International Bureau of Education, 1952, p. 17.

If women's education is to be improved, the supply of women teachers for the primary schools must be increased. If the plans for free and compulsory education are realized, India will need 2,700,000 teachers instead of 511,000, including 1,350,000 women instead of 71,000.

Women's Work

Throughout the world, women do many different kinds of work, but in the less-developed countries the great majority of working women are engaged in agriculture: producing crops and raising livestock and poultry. They are also busy with the production of handicraft goods for family use or for the local market, working in conditions which often impose too great a physical strain.

Domestic work is often done in unhealthy surroundings or in uncomfortable ways.

Women industrial workers are for the most part employed in activities related to agriculture—such as textiles, tobacco and food processing. Often, too, they are employed for heavy work such as building or road construction.

Early Marriages

A great barrier to the improvement of social conditions for women is the custom of early marriage (10-14). This custom endangers the health of many women: in India, for example, the percentage of deaths in childbirth is very high (16-25 for each 1,000 births), with the greatest percentage among the younger married women.

Special Problems of Children

Children are always a highly vulnerable part of the population. They need to be safely born and satisfactorily started in life, properly fed, provided with normal family and community life, adequately educated and protected against early and hard labour.

The minimum age level for the employment of young people is low in nearly all countries; in Europe it is between 14-15 years of age, in Latin America between 12-14, in the Near and Middle East below 12. In some of these countries there are minimum ages under 12 years for specified categories of industrial work, for example, 8 years in Lebanon for nearly all industrial occupations and 9 years in Egypt for certain textile work.

Where poverty prevails, legal measures for raising the minimum age for admission to work or for compulsory school attendance remain ineffective unless accompanied by other measures of social assistance to the family and the child.

CONCLUSION

The problems of health, food, housing and education which have been described are by no means the only problems faced by the governments and peoples of the world. However, even these brief descriptions are enough to indicate how pressing they are.

CHAPTER II

FUNDAMENTAL EDUCATION AND THE NEEDS OF THE WORLD

What has been done to meet the needs and to improve the social situation described in Chapter I?

It will not be possible to give a complete account of all that has been done and is being done by individuals, voluntary organizations and governments. Since a great deal must be done to meet even the most essential social and economic needs, new programmes are being launched each month.

The work done in a great many countries is an impressive testimony to the desire of the governments to make the greatest possible efforts to improve the living conditions of their people. In most countries, mass education programmes, literacy campaigns and community development projects, such as those described on pages 28-31, are in operation.

It is natural that the family of nations should be concerned about these problems and should make co-operative efforts to meet the needs. Early in the history of the United Nations, delegates and experts of the Member States met together to study the contribution that Unesco could make. During that meeting, the term 'fundamental education' was adopted to describe what has become one of the main activities of the Organization. Not only Unesco took this task to heart; other organs of the United Nations were also interested. Members of various Specialized Agencies of the United Nations (World Health Organization, Food and Agricultural Organization, Unesco) met as an inter-secretarial working party in 1950, and outlined a plan of education by which many of the problems could be met, calling it 'fundamental education'. Although that term was adopted by the United Nations and its Specialized Agencies, many countries still use the term 'social education', 'community development', 'basic education', 'mass education'—all of which are aimed, entirely or in part, at the same goals as fundamental education.

WHAT IS FUNDAMENTAL EDUCATION? AN ILLUSTRATION

The village consisted of some thirty families, ill fed, wretchedly housed, and without any settled occupation. Such plots of land as they possessed had long since been mortgaged and sold. What little they could produce, they traded for a few necessities at the Sunday fair in the nearby town. The children, devoid of schooling, ran wild in the grasslands behind the village and begged and pilfered from passers-by on the highroad that ran not far from the village.

A few miles away on the upper reaches of the valley there was fertile land, that could be terraced for rice growing, and whence it was easy to communicate with the town. There the authorities decided to resettle the peasants. The land was acquired, and model houses, neatly walled and tiled, were built and a water service installed. A piggery and poultry farm were established and livestock from the Agricultural Department's experimental station brought in. A school was built and a rural teacher employed.

The peasants settled in their new homes. At first they were awed and awkward, but it was thought that they would soon adapt themselves. Nothing more was heard of them, while a report from the village teacher lay on the desk at the head office for a month and was then passed from office to office for comment and reference. Finally the authorities decided to send an inspector to investigate.

As he came over the crest of the hill and descended into the valley, the new village lay silent on the opposite slopes. Approaching it, the inspector saw a scene of ruin and abandon. The houses were denuded of their tiles. The rafters had been removed. The school hall was damaged. The piggery was a drain of dried blood and muck. The poultry yard was empty. But in the old village there was life. When the inspector was sighted, the children grinned, hooted and then ignored him. The men were suspicious but jaunty. They were wretchedly clothed, but looked contented.

Gradually the inspector pieced together the story of the resettlement. Awkward at first and unaccustomed to the neatness around them, they had soon settled down to making it more familiar. Always there had been a feeling that this could not last. The poultry had been killed and eaten or sold to traders in the town. The pigs had been slaughtered. With all the wood available used for fuel, the place began to look more like home. Unable to deal with the children, the teacher had reported what was happening and hearing nothing left for a more bearable life in his own village. Finally when nothing was lacking which their

former homes did not already lack, the people returned to their old village. It was wretched and life was hard, but they felt secure. It was familiar and could last.

So ended a scheme for making possible for these villagers a better life. A little reflection will show that it could not have ended otherwise. To those who planned this scheme, what was being offered was the opportunity for better living. To those for whom it was intended what was being offered was an unfamiliar life. And the unfamiliar is often uncomfortable especially when one has no way of understanding it and adapting oneself to it. Poverty and wretchedness had been the norms of their experience and their experience had taught them how to survive. It had not taught and could not teach them how to live.

It will be seen then that it is not enough to provide men and women who are caught in the stagnation of outmoded habits with the physical resources for improving their lives. They have to be *educated* for change if they are to be assisted out of the apathy of ignorance and helped to overcome the limitations of their environment.

But such education requires its own mode of approach and technique. New methods of production, more profitable ways of organizing the life of the community, have to be understood and their advantages appreciated before they can be adopted, and new techniques learned before new habits can be practised. There is no question of coercion or imposition here, for nothing can be introduced successfully without the willing co-operation of those for whom it is intended. And for this, their confidence must first be won. The stranger who comes to the village with suggestions of how life may be organized, who demonstrates better ways of ploughing, new ways of preparing the soil, who talks of vaccination and inoculation and the prevention of disease may be respected but is always looked upon with suspicion. The superiority of what he proposes cannot be immediately accepted by those whose habits and practices bear the sanction of custom and the authority of time. The village will only listen to him if it 'accepts' him and it will only accept him if he respects it.

A characteristic feature of the underdeveloped areas of the world is illiteracy. The stagnation of social attitudes is in large measure to be related to the consequent dependence upon traditional practice. Further, the inability to read and write places the peasant at a disadvantage by denying him many sources of information and making the very task of acquiring new techniques and habits more difficult. Explanation and demonstration, though valuable, cannot always and continuously be carried

out. Since, therefore, language is the primary instrument of social co-operation, the inability to read and write, in the context of the modern world, means that the illiterate adult possesses only a limited and imperfect command of this primary factor in human co-operation. If, in the unevenness of economic and social development in these areas, where the pylon casts its shadow over the primitive plough and the cables carry their message of power over villages crouched in the darkness of primitive times, vast masses of adults are compelled to remain trapped in the marshes of the past, it is precisely because they lack the minimum skills which would enable them to understand and take advantage of the resources of present knowledge and techniques of production. The primary and chief of these skills is that of literacy. Its possession enables the peasant to establish links with the activity of his world, to continue his instruction, enrich his development and contribute to the restoration of his self-respect.

On this basis the revitalization of the community becomes possible. Education involves training, and training in such communities must inevitably be directed towards the development and improvement of traditional techniques of production and the intelligent introduction of desirable habits in community life. The agriculturalist, the health worker, the nurse, the midwife and the doctor, the specialist in cottage crafts and the social worker, are all, with the teacher, educating for living. The techniques they introduce and the skills they impart are aimed at making it possible for these men, women and children to enter into the community of the modern world.

Fundamental education is not a panacea for social ills nor a substitute for economic development. Rather, it is a method of making the masses of unschooled and untrained adults and children better able to deal with the limitations of their environment and raise their standard of living. In the circumstances in which fundamental education operates, therefore, it may be described as the physiotherapy which makes social and economic change effective.

WHAT TYPE OF ACTIVITIES DO GOVERNMENTS UNDERTAKE IN THE FIELD OF FUNDAMENTAL EDUCATION?

The contents of a recent United Nations study-kit[1] on 'Social Progress through Local Action' show how a large number of

1. This kit included about 30 reprints of magazine articles dealing with local programmes of community development.

local groups have started fundamental education programmes. Sometimes teachers have taken the lead; sometimes missionaries or social workers or youth groups have given the initial impetus: elsewhere, governments or administrating authorities have prepared the plans and launched the programmes.

Local communities in economically underdeveloped areas seldom have the economic strength or the technical skills to solve all their problems. In order that local groups may develop or use the full potential of their self-help efforts, governments often grant assistance to those local communities which are willing to help solve their own problems.

A few examples of government action in the field of fundamental education are described below. For fuller descriptions, country by country, youth leaders may wish to refer to the United Nations series on *Community Organization and Development*, and the entries in the bibliography in Appendix II.

In *Mexico*, programmes for local community development are a part of thoroughly established and fairly well implemented national policies. One example of government action is the *Misiones Culturales*. A Bureau of Cultural Missions, at the Ministry of Education, maintains about forty teams or missions of about nine persons each. The chief functions of these missions are adult education and community improvement. Each includes a doctor, a nurse, an agronomist, a handicrafts teacher, a recreation instructor, and serves 10 to 12 communities, one of which is chosen as the central headquarters for from one to three years. On entering an area, a general study and assessment is made and a programme to fit the specific problems is prepared. An overall community organization is formed, called the Economic and Cultural Action Committee and several sub-committees are also set up to deal with particular phases of the programme. These committees work with the mission while it is in the area, the hope being that they will continue to function after the mission leaves. The task of the cultural missions is that of community development through the personal services which they themselves can render and through their efforts to co-ordinate all local agencies and their services.[1]

The community development programme of the *South Pacific Commission* involves the selection of several communities, located in each territory within the Commission's area of action, for intensive experimentation in methods of raising living standards by means of the human and natural resources at hand. Moturiki,

1. A fuller description of this mission is found in *The Mexican Cultural Mission Programme*, by Lloyd H. Hughes, Unesco, Paris, 1950 (*Monographs on Fundamental Education* III), 77 p.

a small island in the Fiji group, has been selected by the authorities as the site of one such pilot project and the population of 10 villages, 527 persons, have promised their full co-operation. The principal objective of this pilot project is to test methods of improving facilities for education, health, sanitation, housing, agriculture and land utilization, and to promote self-help techniques so that they may be practised more efficiently and on a larger scale elsewhere in the South Pacific region. A team of Fijians was given a few months' training, and in 1950, sent to Moturiki to work out a plan with the leading local people. This plan covers food production, forest conservation, housing and medical services. The local people have agreed to contribute 5 per cent of their copra sales to a general development fund to help supply capital for the various projects undertaken.

A community development programme is being undertaken by the Government of *India* and the governments of various states in India. It includes approximately fifty-five projects of rural development in selected areas. This programme is the first step in an intensive development which is to take place throughout the entire country. Increased food production and rural development are given first priority in India's five-year plan for economic development.

The central object of each community development project is to secure the fullest development of the material and human resources of the region. The attainment of this object in rural areas demands urgent measures for a rapid increase in food and other agricultural production. Work will also be undertaken for the promotion of education, for improvement in the health of the people, and for the introduction of new skills and occupations, so that the programme as a whole can lift the rural community to higher levels of economic organization and arouse enthusiasm for new knowledge and improved way of life.

Six of the 55 projects will include activities in small and medium-scale industries, township planning and development. The programme will be supported by a training scheme for village level workers and project supervisors; a minimum of 30 training centres will be established.

In *Ceylon*, the Department of Rural Development, as part of its nation-wide programme, gives grants to a women's organization called the Lanka Mahila Samitis (Association of Women's Institutes in Ceylon). This organization has its headquarters in Colombo and branches all over the island. It is financed by voluntary subscriptions as well as a grant from the Government (Rs.45,000 in 1951). It was formed in 1930 with the aim of

setting up women's institutes, especially in rural areas, with a view to educational activities and social intercourse. Its functions have gradually extended, and it now provides training in home-craft, hygiene and social welfare work for rural women in order that they may better domestic conditions in the villages. They often give their services freely to a village in return for board and lodging.

Brief descriptions of four different programmes are included in the above paragraphs. They are by no means the only examples —indeed, thousands of experiences could be cited—nor necessarily the most effective programmes. They do however illustrate the various ways in which governments are helping organized fundamental education programmes.

HOW DO THE UNITED NATIONS AND ITS SPECIALIZED AGENCIES PROMOTE FUNDAMENTAL EDUCATION?

In order that local battles against ignorance might develop into more effective national and world movements, the United Nations and its Specialized Agencies have developed a three-fold programme of activities to encourage the development of fundamental education programmes : promoting a wider understanding of fundamental education and the scale of the problems it seeks to solve, encouraging national fundamental education programmes, and training specialists.

Promoting a Wider Understanding of Fundamental Education and the Problems it Seeks to Solve

In the main, the United Nations and its Agencies have sought to promote a wider understanding of the problems by means of publications, seminars, conferences, and through the radio, press and films. In the bibliography of the present book, Appendix II, are listed some of Unesco's publications in this field. The United Nations has issued the study kit mentioned on p. 28, in English, French, Spanish and Arabic, as well as a series of studies on national and regional work in community organization and development. International and regional seminars and conferences have been held to deal with general aspects of the problem, as well as more specific aspects such as the use of visual aids or the production of literacy materials. All these activities tend to show the world the magnitude and complexity of the task and to stir

the conscience of people, and thus lead to the exchange of *expertise* among those who are engaged in the work.

Through the radio, press and films, the public generally has had an opportunity to learn about fundamental education programmes. Radio programmes entitled 'Jungle in Retreat' and 'Learning to Live' and films on the Fundamental Education Centre in Patzcuaro have been produced as a joint United Nations-Unesco undertaking.

Encouraging National Fundamental Education Programmes

In 23 countries, fundamental education committees have been formed through the efforts of the Unesco National Commissions. They are composed of persons directly concerned with fundamental education, whether as government officials, or specialists in the field, or experts with established experience. They also draw in representatives of Ministries of Health, Agriculture, Social Affairs and other public departments concerned with fundamental education as a means of social and economic development. One of the specific functions of these national committees is to create national clearing houses of information in order to obtain, edit and distribute current information on fundamental education in their countries.

It is important that the experience gained in active and well established projects should be made available to specialists and field workers in other parts of the world. For this purpose, Unesco has developed a system of 'associated projects' to encourage the international exchange of information and materials. Unesco helps the associated projects by sending regular documentation and information about the methods and materials used in fundamental and adult education, by providing an enquiry service to which they may apply for professional advice and guidance, and by making materials and equipment available through the Unesco Gift Coupon Scheme. Lastly, in a few selected cases, the services of one or more experts are provided to help carry out field experiments for developing and testing new methods and materials. Up to date, 55 projects in 20 States or territories have been accepted for association.

There is a wide variety in the associated projects. There are differences in organization—some being controlled by governments while others are carried out by voluntary organizations. The Community Development Scheme in Northern Nigeria, for example, is planned and executed entirely by the Nigerian Government, whereas the Unione Nazionale per la Lotta contro

l'Analfabetismo in Italy has been established by a group of teachers, social scientists, intellectuals and government employees. Other projects are organized by non-governmental agencies with government support, such as the Jamaica Social Welfare Commission and the Mysore State Adult Education Council.

There is equal variety in the programmes carried out. The Northern Nigerian and Rhodesian mass literacy campaigns, for instance, are concerned with teaching adults to read and write. The Tanta Health Demonstration Project in Egypt was primarily concerned with the improvement of health and the dissemination of notions of hygiene. The Iloilo experiment for teaching vernacular languages in the Philippines seeks to compare the value of the local language with that of English as a medium of instruction. There are also a number of comprehensive schemes, such as the Etawah Rural Development Project in India, which have as their object the general social and economic progress of a community, through the improvement of agriculture, health and literacy. A number of projects, like the Janata College in Delhi and the Marbial Valley Project in Haiti, give training in rural leadership. Others, such as the Jamia Millia Islamia Institute of Education, near Delhi, produce material for literacy campaigns.

While the exchange of information on fundamental education activities contributes to the improvement of methods and techniques, it is recognized that there is still need for pioneer research which will develop and test new media and evaluate methods and modes of operation: enquiries and studies to discover existing practice; conferences and meetings of experts to analyse these findings; field experiments to test their application under various conditions recommended by the experts, and publication of conclusions and results. Unesco has given technical aid for such experiments in the fields of language problems, methods of teaching reading and writing and the production of educational materials for literacy campaigns, library and museum services, and visual aids.

Fundamental education experts have been sent to Afghanistan, Cambodia, Ceylon, China, Ecuador, El Salvador, Haiti, Indonesia, Iraq, Liberia, Libya, Philippines, Thailand, Venezuela.

Training Specialists

One most valuable way in which workers in the field can learn from the experience of others is by working and studying in other countries.

Through its exchange of persons programme, Unesco has played an active part in promoting such study for fundamental education experts. In 1953 fellowships provided by the normal programme of the Organization offered facilities for study in fundamental education to 23 persons (16 men and 7 women). Some of these fellowships holders followed individual programmes of study and others attended a group training course. Six additional fellowships were allotted under the Expanded Programme of Technical Assistance. In addition, the Exchange of Persons Service has advised would-be students on the fellowships available for study in fundamental education from universities, foundations and other sources.

In 1951, in agreement and co-operation with the Mexican Government, the Organization of American States, and the Technical Assistance Administration, Unesco opened a training and production centre at Patzcuaro (Mexico) which serves all the countries of Latin America. This centre is another example of the assistance which Unesco gives to Member States. It is direct assistance, unlike the spread of information through publications or the exchange of views and information through seminars. It is also continuing assistance, not a temporary measure such as the sending of missions or individual experts for short periods. It trains educators who will subsequently return to their own country and become leaders of the fundamental education movement there; in turn, they will help to train an increasing number of qualified teachers and local leaders. Educational methods suited to the region concerned are also worked out, and appropriate teaching materials prepared.

The Patzcuaro centre is helped in its work by international experts, but if that work is to be effective it must remain in keeping with sociological and cultural conditions in the region where the centre is located and for which it was designed. It can therefore only meet relatively limited regional needs.

Another centre of the same kind has been opened in Egypt, at Sirs-el-Layyan, 100 kilometres north of Cairo; at this centre educators are trained for the Arab countries, and materials produced and techniques tested as at the Patzcuaro centre. National, as opposed to regional centres, have also been aided, such as that recently opened at Ubol in Thailand.

In order to meet the acute shortage of specialists in fundamental education and to exploit the keen interest of younger persons wishing to enter this field of activity, a group training scheme was begun by Unesco in 1953 working with the Associated Proect in Mysore, India.

CAN YOUTH PLAY A ROLE IN FUNDAMENTAL EDUCATION?

We have seen that fundamental education programmes are often carried out through co-operation between qualified experts and governments or local voluntary groups. Young people can, and to some extent do, play a role not only as receivers in such programmes but also as contributors. The enthusiasm of young people, their natural bent for action and their devotion to a cause can be assets in the operation of fundamental education programmes. Under proper direction, the assistance of such unskilled people can be genuinely helpful.

Indeed, many youth groups have seized this opportunity to launch a programme of constructive action. By giving young people a chance to learn by doing and to organize practical activities to supplement their theoretical knowledge, these groups have made a significant contribution to the education of young people as well as to the improvement of social conditions. In countries where the incidence of illiteracy, disease and poverty have been greatly reduced, young people have given indirect assistance through study and mutual aid programmes, thus demonstrating their solidarity with young people in regions where fundamental education is still needed. In the underdeveloped areas, youth groups have participated in existing programmes or have developed activities themselves.

The following seven projects of youth groups have been chosen from among hundreds of examples of the direct participation of young people in activities related to fundamental education. They illustrate the variety of patterns in co-operation. Four describe the work of local groups; three the work of international teams. Some are rural projects, others urban. Some examples show how youth groups have inaugurated their own programmes of community improvement. Others show how youth groups have co-operated with governments or non-governmental organizations in large-scale projects.

All these are more or less pioneer efforts. Few have not encountered great difficulties, few have achieved complete success—but they stand as examples of the contribution of young people to fundamental education and they point the way to more effective programmes in the future.

In isolating the work of these groups for descriptive purposes, there is no intention of ignoring the work done by other local groups and national authorities, and the reader should always bear in mind that the total programme of action is often much

larger than is touched on here. Our purpose is merely to demontrate the role that youth can play.

s*Mauritius. The Young Christian Workers Combat Illiteracy*[1]

This example merely gives a brief description of how young people set up a programme of emergency teaching and assisted in a campaign for better films. Yet it is considered as an important example for the purpose of this book because it shows how a youth organization took action to meet the needs of its own members, and in doing so became aware of the problems of the community and of the possibilities of working with other groups in order to conquer common difficulties. It is important, too, because it is action by a special group—young workers.

Throughout the world, the Young Christian Workers use an educational method which consists in helping young workers to become alive to concrete problems in their everyday life: at home, at work and at play. The social conditions affecting the daily life of young workers in Mauritius are such that this method leads the Young Christian Workers to undertake a number of activities which come within the scope of fundamental education.

In Mauritius many people are still illiterate. Even the good results of the teaching given in the over-crowded schools are sometimes offset by the harmful effects of slums and poor films. Problems also arise among the adolescent boys who leave school at the age of 12 but cannot begin their apprentice training until they are 16.

In order to meet these problems of young workers, the YCW has initiated a programme on three fronts: the establishment of schools which aim at combating illiteracy and teaching technical skills; the organization of campaigns to counteract the anti-educational influence of slums and the cinema; and the development of programmes of recreation for the constructive use of leisure time. These activities can properly be called fundamental education.

The programme of Sunday and evening classes began when a YCW member, very active though illiterate, sought out a social worker and asked for help in reading the YCW bulletin. The young social worker thought it would be as easy to teach several

1. The information contained in this report was taken from *Education de base; préoccupations catholiques et initiatives de l'Unesco*, by Maurice Queguiner, Paris, Centre Catholique International de Coordination auprès de l'Unesco, 1953, 112 p. The Young Christian Workers was founded in Belgium in 1925 to promote social, moral and religious education, and to promote mutual aid between young workers of both sexes, as well as representing them and defending their interests *vis-à-vis* institutions and public opinion.

pupils together as to teach one. He persuaded some of his friends to volunteer as teachers, and the YCW recruited the pupils—not a hard task in Mauritius where the schools are too few and over-crowded, and where there is a lack of competent teachers. A number of Sunday and evening classes were thus started. The most flourishing has 120 pupils: 40 young male adults and 80 adolescent girls. All these schools teach young workers to read French and to solve simple problems in arithmetic, while some hold classes in English and other subjects. At present, the Federation of Catholic Teachers supplies volunteer teachers, and the schools are open to non-Catholics.

The lack of suitable classrooms and teaching material has given rise to considerable difficulties, but the Adult Education Office has promised assistance. In addition, the textbooks used so far have not been found suitable for Mauritius, although progress has been made since the Missionary Press (Issy-les-Moulineaux, France) has sent its series of inexpensive textbooks for African schools. Finally, the teaching has not always been satisfactory: goodwill cannot always make up for lack of teaching skill. Moreover, even those teachers familiar with child psychology are forced to seek new methods when teaching adults.

Simultaneously, with its programme to decrease illiteracy, the YCW has tried to improve the various anti-educational elements present in the workers' environment. Feeling that living conditions in the slums cause stagnation and degeneracy and are a great obstacle to the progress of young workers, the YCW allied itself to the anti-slum campaign of the weekly newspaper *La Vie Catholique* (Catholic Life), which made a profound and lasting impression on public opinion. The YCW also proposed a number of reforms which aimed at making the cinema into a positive force in the education of young workers.

In general, efforts to interest boys in sport have been unsucessful—largely because of lack of sports grounds and equipment. However, the YCW plans to overcome these in co-operation with the official Youth Adviser.

India. The World University Service Organizes a Social Service Programme for Students[1]

Students have also assumed special responsibilities for fundamental education. In India, the World University Service

1. From a report of the World University Service, written by P. C. Goyale, leader of the socia service camp. The World University Service was founded in 1950 to promote international university solidarity and mutual service. Headquarters: 13, rue Calvin, Geneva, Switzerland.

FORM I. Questionnaire for the survey of families in Sarai Kale Khan and Nagli (India).

Name of head of family: ______

Infants: ______ Children: ______ Adults: ______ Total: ______

No. of family members:

Dependents: ______ Earners: ______ Total: ______

Occupation:

Main: ______ Subsidiary, if any: ______

If cultivator, land in possession and under cultivation (give details):

______

Irrigated: ______ Dry: ______

No. of ploughs: ______

Sources of irrigation: ______

Any fertilizers used: ______

Sources of the supply of seeds: ______

No. of cattle:

Bullocks: ______ Cows: ______ She buffalows: ______ total: ______

No. of working bullocks: ______

No. of persons going out of village for higher education:

Boys: ______ Girls: ______

House: (whether 'kucha' or 'puckaa') ______

No. of rooms: ______ No. of ventilators: ______

Whether any drainage for sanitation, etc: ______

Whether a separate place for cattle: if so, its sanitary condition: ______

______

No. of sick persons: ______ Any main common disease: ______

Medical aid: ______

Customs and traditions [marriage and panchayats (village council)]: ______

______

Recreational activities: ______

Any co-operative society: ______

Impression about life and suggestions for improvements: ______

______

Caste: ______ Income: ______

Questionnaire used and information gathered by the students who participated in a social service camp organized by the Indian committee of the World Uni-

FORM 2. Information gathered in survey of general conditions in Sarai Kale Khan and Nagli (India).

A. *Education:* 1. One junior basic school up to the fifth class.

2. Total number of students: 150. Boys, 117; girls, 33; teachers: 9 (5 men, 4 women).

3. Students go outside the village for further education in Bhogal and Lajpatnagar, $\frac{1}{2}$ and $1\frac{1}{2}$ miles respectively from the village.

B. *Social and rural uplift activities:* none permanently organized.

C. *Health and sanitation:* Malaria: not much; epidemic diseases absent. No provision for medical treatment: only one hospital in Bhogal and it is very expensive. No *vaid, hakeem* or doctor in the village. The greatest trouble and felt need is for another drinking water well. By now there is only one for two villages.

D. *Local conditions and traditions:* One panchayat (village council), without any legal sanction, only traditional. People celebrate religious festivals.

E. *Caste:* Gujjar; Harijans: three Muslim families.

F. *Crops:* Wheat, maize, jowar, bajra, sugar cane, vegetables and fruits.

G. *Occupation:* Main—cultivation; secondary—milk production.

H. No industry, cottage or large scale or local arts and crafts.

I. No shops in the village; purchases made at Bhogal. No provisions for weekly or fortnightly markets.

J. One main road and eight streets.

Suggestions: 1. One new school building to house a school up to middle classes.

2. Another drinking water well.

3. Adult education centre.

4. Drainage system.

Special features of Nagli village other than those of Sarai Kale Khan:

1. No school in the village; six students go to Bhogal also.
2. No proper drinking water well.
3. No panchayat.
4. Only 65 families in the village.
5. No Muhammadans.

versity Service; the students made a survey of social and economic conditions in two Indian villages.

(WUS) has allied itself with nation-wide efforts to develop village communities. Mr. Goyale, a member of the Delhi committee, has suggested the following role for students.

'Students can play a definite role in this process of development, and social service camps can provide incentive and give a push and a start to the village economy. Students would benefit from such experiences of village life and social service. They would not only learn and survey the felt needs and other requirements of the countryside but stand confronted with those needs and exercise their minds to find ways and means to provide for them. They would also be able to put in some practical work, which is above the mere book-learning and intellectual harnessing provided for in the Universities.'

Having agreed on the value of such work, the committee decided to organize a social service camp for 50 students for 15 days. The camp was to include practical work and a study programme, so that the participants might learn more about the wider implifications of rural development. In order that their work would not be just an isolated experience with no follow-through, the WUS committee decided to fit their camp into the programme of the Jamia Millia Islamia Institute, an associated project in the Unesco fundamental education programme. The institute provided a few staff members and 10 students, as well as tents for housing the 50 participants. At the suggestion of the institute, the World University Service began work in the villages of Sarai Kale Khan and Nagli.

Tents were pitched along the banks of the Jamuna river about a mile from each of the villages, and the entire group helped to clean the camp area, to level the ground and to make paths.

Although the main object of the camp was to enable students to come into contact with the rural problems of India, the WUS also wished to do some constructive work in the villages. They planned to undertake projects in construction, health and sanitation, adult education, and cultural and recreational activities. In order to carry out these projects effectively, the team wished to assess the felt needs and other requirements of the villagers; a socio-economic survey was therefore proposed. The whole area was divided into five sections and the questionnaire presented in Form 1 was the basis for a survey of the families. The information gathered in the survey of general conditions in Sarai Kale Khan, a village of 83 families, is listed in Form 2 (see pp. 38-39).

The students improved wells, roads and schools. The only well for drinking water in Sarai Kale Khan was very dirty, with mud surrounding it for 30 feet. Bleaching powder was poured on the

United Nations photo

Asian mothers learning to bathe and feed their babies. This is an important part of fundamental education.

COI photo

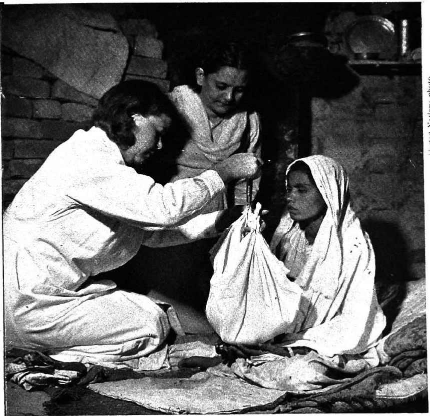
Africa. Another aspect of fundamental education. A young agricultural assistant helps his own people to improve agricultural techniques.

Facing page, above.

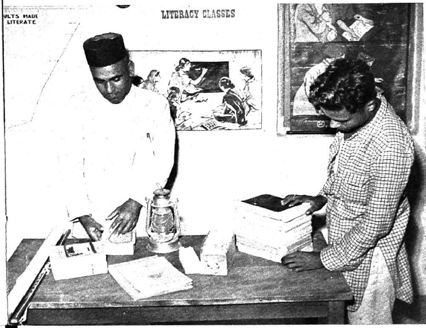
Lahore, Pakistan. The World Health Organization plays a role in fundamental education. A WHO nurse trains a midwife. ▶

Facing page, below.

The teacher prepares for a class sponsored by the Mysore State Adult Education Council, one of the Unesco Associated Projects in fundamental education. ▶



United Nations photo



Unesco photo

United Nations photo

Unesco photo

Unesco photo

Sirs-el-Layyan. This centre trains fundamental educators for the Arab countries.

Facing page, above.

◄ Patzcuaro, Mexico. A women's sewing class is one of the activities organized by the trainees from various Latin American countries.

Facing page, below.

◄ Patzcuaro. Here fundamental educators from all over Latin America learn new methods and techniques which can be adapted to conditions in their own countries.

Unesco photo

The IVSP holds a class for children in Algiers.

A youth team, sponsored by the American Friends Service Committee, helps young Mexicans to organize recreation. The children at La Encarnacion, Mexico, learn how to play basket-ball, or rather a variation of basket-ball.

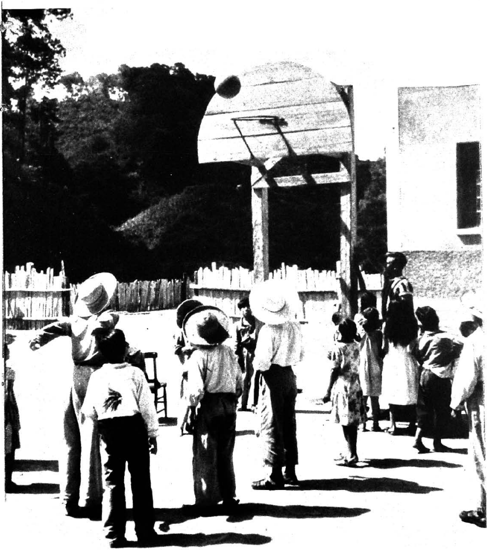


Photo Dave Bassett

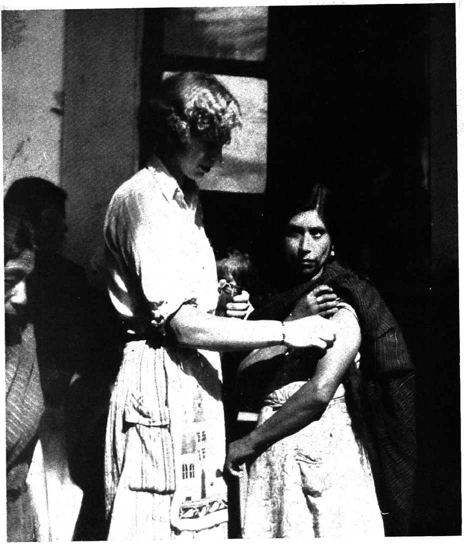


Photo: American Friends Service Committee

At Jalcingo, Mexico, a member of the youth service project helps to vaccinate adults for smallpox.

mud, and the spot was dried by adding sand and earth. Drains were dug for water to flow out, and stones were laid within a 15-foot radius of the well. Similar work was done at Nagli. Roads and lanes were cleaned and levelled for a distance of about 1,500 feet in Sarai Kale Khan and for 1,000 feet in Nagli. A road about 200 feet long was also prepared for the arrival of the Government's Minister of Planning, who laid the foundation stone of the village school.

A simple programme of health education was begun. For the children, there were demonstrations of nail cutting, teeth cleaning and face washing. For the adults, there were lectures and demonstrations of first aid. A few sick people were examined and some medicine was provided. The adult education programme included reading classes, a soap-making demonstration and a *chappal*-making class. About 25 pairs of *chappals* (shoes) were made. Five films on village cleanliness, health and reconstruction attracted nearly all the village population.

In addition to the work programme, study sessions were arranged. Topics included: social work, health and sanitation in the village, social work in other countries, methods of teaching adults, Gandhism, traditions and customs of rural life, the five-year plan for rural uplift, and student responsibility for social uplift. Lectures were given by members of various bodies including the Jamia Millia Islamia Institute, the Social Education Department of the Municipality of Delhi, the Ministry of Education of the Government of India, and the School of Social Work of the University of Delhi.

Mr. Goyale's report gives no evaluation of the work done in the villages, but from the organizational point of view he suggests that planning for future camps should begin well in advance. This would enable the WUS committee to select its participants carefully, to make more adequate arrangements for transportation, to fix the programme in detail, and to arrange for housing facilities which would withstand dust, storms and light hurricanes.

Philippines. The Young Women's Christian Association (YWCA) Helps Women in the Slums[1]

Although the Young Women's Christian Association is not, strictly speaking, a youth organization, many of its activities are

1. From a report to the YWCA headquarters in Genova from Mrs. Virginia E. Sanchez, Executive Director of the YWCA, Manila, Philippines.
The World's Young Women's Christian Association was founded in 1894 to promote Christian principles in social and international relations; to develop in individuals a Christian character such as will strengthen those principles. Headquarters: 37 quai Wilson, Geneva, Switzerland.

with teen-agers and young women under 25. An example of a YWCA programme is therefore included here. It is a significant example, for it shows extensive co-operation with other civic-minded groups, governmental and non-governmental.

In the Philippines, the YWCA co-operates in a community development programme for block 'D' in Barrio Fugoso, which is located in the water-front section of North Harbour in the city of Manila. Here, 1,052 people live in an area of 23,500 square yards. The majority of the 350 families are impoverished, undernourished, and infected with diseases. In 1947, the area was swampy and manifestly below any standard rating of present-day communities. As a result of a survey initiated by Dr. T. B. Horillino, chief of the Maternity and Children's Hospital, it was learned that the majority of the inhabitants, who had been evacuated from danger areas during the last world war, were unemployed. Malnutrition and respiratory and skin diseases were frequent, and a tuberculosis test survey showed that only four of 111 children were free from TB contamination. Many families were forced to find their means of livelihood by scavenging for food and driftwood in the garbage disposal area of the U.S. Army or by fishing in the polluted waters of Manila Bay. The picture as seen by those who made the survey was alarming. It was evident the attention of government officials and civic-spirited groups was urgently required.

A programme of immediate help included gifts of clothes from the United Nations Relief and Rehabilitation Administration and food from the Maternity and Children's Hospital and from an American missionary.

In tackling the long-range problems, it was decided that first priority should be given to the programme to improve health conditions: setting up health services for mothers and children, organizing village projects for the prevention and control of the major infectious diseases, sponsoring health education activities among adults and school-age children, and improving village sanitation.

The YWCA community service secretary made efforts to have water piped into the block, where not even a single faucet existed before. At a makeshift clinic, she helped the nurse and physician spread ideas about cleanliness. She co-operated with the Government Bureau of Public Schools, the Bureau of Plant Industry and the Institute of Nutrition which gave health lectures, and with the Philippines National Red Cross which gave first-aid instruction.

Part of the YWCA participation in the Barrio Fugoso scheme

is a long-range programme to help women and girls become aware of the needs of their community. The YWCA has helped organize the Damayan Ng Mga Babae (the Women's Mutual Help Club) which now has about 35 members. The club's first undertaking was a kindergarten for about 50 children. Here the YWCA assisted by furnishing milk and some of the equipment and by paying part of the teacher's transportation costs. The next project was a literacy campaign. One officer of the club volunteered to teach illiterate members, and the YWCA supplied her with teaching materials for her reading classes.

In order to combat poverty, the YWCA has helped various self-help schemes run by the Barrio Fugoso women themselves. In 1952, the YWCA gave $50 for expanding a pig project which helps 10 members of the club to earn a living. Members had requested a loan of 25 pesos ($2.50) for buying pigs. Two litters were raised and sold and the loan repaid. Then new litters were purchased.

The YWCA also asked the Church World Service to give two sewing machines so that some of the women might have a chance to earn a few pesos. With these, volunteers from the YWCA have run classes in sewing and knitting.

In spite of the difficulty caused by lack of funds to assist people raise their living standards, the project has been useful. Over 1,000 people have been served; sanitary conditions have improved, people are healthier and have become more civic-minded. The YWCA has thus been able to put into practice its ideal of service to the community.

Greece. The Mennonite Central Committee Assists Greek Villagers to Adopt Better Farm Methods[1]

Not only have national groups organized programmes in their own country, sometimes they have gone abroad to work. Such is the case of the Mennonite Central Committee programme, under which 20 small groups of young men are working in needy communities not only in the United States of America but also in Europe. One of these 'Pax Units' has worked in the Greek village of Panayitsa since the beginning of 1952. The unit has usually consisted of five men between 20 and 30 years of age. At one time the group in Panayitsa included a carpenter, a cook,

1. From a report to the Unesco secretariat by Ivan Holdeman, leader of the unit. The Mennonite Central Committee carries out social action programmes for the Mennonite Church, one of the historic peace churches. European Headquarters: Vogtstrasse 44, Frankfurt-on-Main, Germany.

a farmer, a mechanic and a teacher—each of whom had had some experience with farming methods.

This example is interesting because it shows how the team members started with the idea of educating by demonstration during their first year, but realized that for their second year it would be necessary to evolve active forms of education in which the Greek villagers could learn by doing rather than by watching. Work in fundamental education is seldom a complete success story, but through experience groups learn that some methods are better than others.

Believing that a major problem of the Greek village lay not so much in the fact that the farmers had to eke out an existence from a land devoid of natural resources but rather that they had not yet learned how to use the existing resources fully, the team organized an educational programme in order to demonstrate methods which might help local farmers.

They quickly realized that those who wrest a living from the soil under very harsh conditions will not experiment with new methods unless success is certain, for failure may mean the loss of the winter's bread. They chose to teach by demonstration in order that the villagers could judge the value of new methods by observing the results.

The first demonstrations was with hybrid seed corn. The yield in the best section of the unit's experimental plot was double the yield of the best corn raised by local farmers. Excellent hybrid seed corn, another method of cultivation and a moderate use of fertilizer made the difference. In order that the Greek farmers might not say 'Of course, you outsiders can grow better corn, but that doesn't mean that we can', the unit plans to make good use of the villagers' present eagerness to follow the team's example. During the second year of the experiment, at least 15 farmers will be proving that they, too, can grow better corn.

The village co-operative has a tractor programme which is operated by the Pax Unit. The unit had not planned such a programme, but because the villagers had seen only poor work done by a private tractor in 1951, they were sceptical about work done by machinery. Their hesitations were overcome by good demonstrations. With a tractor, the unit cleared land that had not been cultivated since 1946. Such land could not be broken with horse-drawn implements, and even with a tractor only one and a half acres could be broken daily, because the fields were small and full of rocks. In 1954 the unit expected to train villagers to operate their own tractor programme.

In the introduction of machinery, the unit takes a middle-

of-the-road position. The young men *are not* interested in providing the villager with more time for games in coffee houses. They *are* interested in increasing the production of food per acre. They do not advocate mechanization for the sake of mechanization. Thus, they hope to introduce a small grain drill so that the villagers may save half of the seed now used in broadcasting the grain by hand. On the other hand, they are not so interested in a threshing machine because the farmers are free to thresh their grain during the autumn months and because the ancient method of threshing seems to cause no loss of grain.

In the autumn of 1952, the Pax Unit introduced a new breed of hogs into the village. This project is linked with their programme for the reclamation of submarginal land. The unit believes that it will be possible to grow pig-food on this land, and they are trying to prove their point on a demonstration plot. If the plan succeeds, energetic individual farmers will have a chance to increase their incomes.

The unit has also helped Greek farmers to care for their orchards, and many new orchards have been planted. In 1953, a co-operative pest control programme was undertaken, and in 1954 the unit began to introduce home-canning methods so that none of the fruit from the orchards would go to waste. Previously, the unit had convinced the villagers that the wild plums growing here and there on the hillsides make excellent jam, and need not be left for the birds.

The group lives in the village and feels closely bound up with the village life. The members admit frankly that their work is experimental, that they don't always have the necessary answers to problems, and that perhaps they, even more than their Greek friends, are the learners. Although they are dealing primarily with the improvement of agricultural methods, the members of the unit realize that the problems of the village cannot be solved by better crops alone. The unit would prefer to be part of a well-rounded programme so that every phase of the social structure might be affected. That is why they are trying to interest other groups to organize a primary school and to do some medical work.

Algeria. The International Voluntary Service for Peace Extends its Programme of Community Service[1]

In the preceding examples of youth action in Mauritius, India,

1. Founded in 1920; recruits internationally for the carrying out of public works of charity and reconstruction. International Secretary: Service Civil International, 77 boulevard Jean-Jaurès, Clichy, Seine France.

and the Philippines, local groups of international youth organizations initiated long-term fundamental education programmes or had short-term projects within larger fundamental education schemes. In the following example, the technical arrangements for the project were made by the local Algerian branch of the organization, but the story of the International Voluntary Service for Peace is, in the main, the story of assistance given by international teams.

Since 1948, the International Voluntary Service for Peace has organized 21 international voluntary work camps in Algeria in order to give practical help to needy communities and to work for peace by bringing together people of different backgrounds and beliefs. The campers have been primarily concerned with constructing wells, piping water to poor communities and building roads to the mountainous areas of Kabylia, between Algiers and Bougie.

As time has passed, the International Voluntary Service for Peace has become more and more interested in social and educational work, as such work increases their contacts with the local population and offers the unique possibility of working with the women. Although on too restricted a basis to constitute a genuine programme of fundamental education, it is not difficult to recognize the social value of the work and to see its relation to community development on a larger scale.

Educational Work

The IVSP's first experiment with education in Algeria was made in 1951 at the camp in Tiki-Ouache where work campers taught French to small boys in the village. Classes were held in the *Djemaa*, the official meeting place for men, but the village soon decided to build a small school house. With the help of the work campers, a school with bamboo and mud walls was quickly constructed.

Later at Beni-Ksila three volunteers organized a school in het only available hut, 25 minutes' walking distance from the nearest village. During the daytime, school was held regularly for 12 boys; during the evenings, classes for shepherds alternated with classes for adolescents. All the boys made rapid progress—not only were they quickly able to talk, read and write French, but they began to learn arithmetic and geography.

In both Tiki-Ouache and Beni-Ksila, the growing population and the difficulties of developing agriculture and industry on a large scale have resulted in the emigration of a large percentage of the boys and men to towns and cities in North Africa, and in

metropolitan France, where they are handicapped because of their lack of education and their ignorance of city customs. Even the elementary schooling offered by the IVSP has helped them to deal more effectively with the problems of urban life.

In the *bidonville* (tin-can town) of Berardi, 10 kilometres from Algiers, another school was started by the IVSP. Here, 12,000 inhabitants, for the most part Arabs and Kabyles who have drifted to town in the hope of finding work, are housed in huts built of petrol cans, bits of wood and pasteboard. Men and boys attend the evening and week-end classes, taught by Muslim and French students. Thirty girls, aged 3-13, learn reading, writing, arithmetic, sewing, knitting, and hygiene in a day-school where French is the language of instruction. Their teacher, Rachel, tells how some girls in the community were soon able to help others:

'How can we keep the interest of the younger girls? Look at these girls during sewing classes—there are 40 at a time. Sometimes, when I am overwhelmed by their cries "And me! and me!", I ask the older girls to help. I soon decided that perhaps I should use a modern educational method—education of young people by a young person. That's how Yacouth became an assistant, and she teaches class for two hours daily.

'Many packages have come from many countries, full of bright-coloured cloth which makes the children very happy—wool for sweaters, cotton to embroider, small rugs—everything to arouse in the girls a taste for pretty things, for order, for cleanliness and care. A young Muslim girl who teaches sewing comes for two hours—the little ones love and fear her at the same time, and she, knowing their difficulties, has become attached to our "terrors"! She has been able to transform the classes into real workshops.'[1]

Medical Work

In the autumn of 1951, two IVSP nurses from Switzerland started medical work at Berardi in a small clinic run by a state-employed social worker. The need for medical care was urgent, since the living conditions created a great deal of sickness and disease. Soon the government authorities, convinced of the value of the work, supplied a paid nurse and began to build a small medical centre to replace the hut which has served as a clinic.

In August 1952, a small group of volunteers was working in

1. Service Civil International, *Bulletin Trimestriel de la Branche Algérienne*, new series, No. 6, p. 8-9, July 1953. Algiers, Imprimerie spéciale du Service Civil International, 5 rue Cornuz.

one of the most neglected regions of Kabylia—building a road to link a group of villages with the town. A Scottish doctor organized a simple medical centre at the camp. Soon 50 to 80 people came daily for treatment, while two volunteers visited six nearby villages to give first-aid and medical care. One of the volunteers has written:

'The reason why we are so agitated is that our work is in some cases a matter of life and death. F. went down in the lorry with P. yesterday, taking with her the baby with the terrible cavity behind the ear and the old man with the gangrenous finger. The local doctor at El Kseur packed the cavity with penicillin and bandaged up the baby, then he amputated the finger, using a local anaesthetic. The doctor said he would give free treatment to any others we sent him—if we did not swamp him with too many cases.

'At the moment, our problem is how to find the time to follow up the serious cases we already know about. In the nearest village, there is a little girl who fell and badly cut her forehead. We are afraid of gangrene and bone infection because the wound was packed with dirt when I saw her. There is also another baby case, but we suspect under-nourishment and have asked the parents to give her eggs and grapes for a few days. Yet another baby in a nearby village is virtually starving on her present diet, and it will take a great deal of persuasion to overcome the prejudice against feeding her on anything but mother's milk.'

The doctor could stay only a short time, and since no qualified person could be found to replace him, only simple cases could be treated. All medical work came to an end at the closing of the camp. The volunteers planned to restrict their work to some two or three villages, where they hoped to give effective help in a limited area and improve the hygiene and sanitary conditions. However, the great influx of patients made such a programme almost impossible. After caring for those who came for medical aid at the camp there was no time to carry out an extensive programme of health education.

Even in this limited programme of medical service and counsel, however, the group recognized the importance of working as effectively as possible with the means commonly available to the villagers, so that Kabyles themselves might continue to give first-aid treatment after the volunteers had left. The team soon realized that providing even a limited education in hygiene requires considerable knowledge and experience and endless tact and patience.

The tentative efforts already made in educational and social work have shown the need for special training for volunteers and for the organization of projects on a long-term basis.

At present, the International Voluntary Service for Peace is studying how to obtain the best possible results from such medical and educational work. The following questions recur in their planning meetings: How can such work fit into our normal programme of manual work? Should such work be undertaken as a short-term as well as a long-term project? How can we prepare the local people to carry on such work? Is it necessary to recruit participants with special skills such as nursing? Should volunteers be given some special training?

Mexico. The American Friends Service Committee Co-operates with the Mexican Government[1]

This example has been chosen as another illustration of international service. The fact that it describes the work of an international group in Mexico is in no way meant to indicate that it is the only youth group at work in Mexico. Indeed not, for the Boy Scouts with their badge for teaching illiterates and the Instituto Nacional de la Juventud Mexicana with a growing programme are two among many youth groups helping to improve living conditions in Mexico. However, this example of the work of the American Friends Service Committee is important because it illustrates how work in fundamental education can contribute to international understanding.

For many years, the American Friends Service Committee has been experimenting with techniques which enable young people to understand more fully the world about them and to test the belief that the power of friendliness and a spirit of co-operation can overcome prejudice and suspicion. As the result of a concern to increase good-will and understanding between the peoples of Mexico and of the United States, voluntary service projects have been organized in Mexico since 1939. During these 15 years over 2,000 young people have gone to Mexico to help the Mexican people in their programme of social advancement. Many have joined in the work for a summer; others have remained for six months to a year and some even longer. Occasionally individuals have stayed to work with Mexican organizations; in 1942 and 1943, for example, specialists in

1. The American Friends Service Committee, a social action organ of the Quakers, has sponsored international youth service projects since 1934. Headquarters: 20 South 12th Street, Philadelphia, Pennsylvania, U.S.A.

tree-grafting, bee-raising and soil improvement associated themselves with the work of the cultural missions in Mexico.

In 1949, the Mexican Government asked the AFSC to send an international team to take part in the pilot project in fundamental education in the State of Nayarit. Mario Aguilera, director of the project, felt that the presence of foreigners would broaden the outlook of the Mexican villagers.

Within the scope of the project are 44,000 acres in the Santiago River Valley, a semi-tropical region. The Government hopes to enlist the help of the 23,000 inhabitants in order that the area may have better medical facilities, better schools, improved roads and a varied agricultural output.

The Nayarit project had its headquarters in the town of Santiago Ixcuintla, as did the AFSC unit, working under the direction of the project officials, although the work of both is concentrated in the villages in the Santiago River Valley.

So that each villager might have a plot of land of equal size and a clear title to ownership, the moving of the village into a re-aligned area was proposed. After each village had been thus reorganized, the programme of improving the living conditions would proceed on all fronts: education, health, recreation, handicrafts and agriculture.

Community Planning

The first step was to survey each village. A survey team, composed of civil engineers of the project staff and three or four young men from the unit, undertook the task. At Las Iguanas, it took a week to survey the village of 89 families. Afterwards, the team returned to Santiago and drew up several plans for its realignment. The different plans were presented to the villagers in a meeting of the Ejido (town-meeting) and the villagers chose the final plan for action.

The AFSC unit and some of the project staff then moved to the village. The survey team began to lay out new streets while most of the unit members spent about three days in preparing the living quarters: pitching tents, digging garbage pits, constructing water-boiling facilities, digging cesspools, making rustic furniture, and setting-up the kitchen under a palm roof.

Then the work began in earnest. Palm log houses, which were too close together, and houses which blocked the newly laid out streets had to be moved to their own 30 square metre lot. Wells were filled in, trees chopped down and fences removed. For one, two or three months the 12-15 men of the AFSC unit worked side by side with an equal number of villagers; fencing new

streets, digging new wells, and planting trees. At Amapa, the men helped to build a causeway from Santiago River bank to an island where the soil is rich and productive.

The girls of the unit helped the women to move their belongings and to build new mud stoves in their houses. Theirs was also the task of cooking for the unit and for the project staff. This was no easy task, for the food had to be carefully prepared because of the risk of dysentery. All the water was boiled, no pork used and all the fruits pealed. Strict rules were obeyed by everyone. Even so, a number of the volunteers become sick.

Education

The units have scrubbed and painted three schools in the region and have built another. Once a teacher's conference was organized in order to introduce newer educational methods. At La Trozada and several other villages, the teams have organized school libraries. In most of the villages, the girls have organized sewing and cooking classes which have often provided the best contacts with the villagers.

Health

The approach to health problems has been three-fold: improving the sanitation system, giving medical care, and teaching elementary principles of hygiene. At La Trozada the men have dug a drainage system while the girls have worked in clinics treating minor difficulties such as cuts, open sores, headaches, and stomach troubles, and giving vaccinations to prevent smallpox. With a boric acid solution, they have washed out thousands of eyes.

Recreation

The girls of various units have worked under the supervision of Mexican rural teachers to organize recreation programmes. They have taught the children to play together—with games taking little or no equipment—potato sack races, spoon relays, circle games. The young men have marked out courts for basket ball and volley ball, and tournaments have been organized. The AFSC lorry has taken a local baseball team to a match in a neighbouring village. The unit as a whole has helped to organize fiestas and other parties.

Handicrafts

The project had three specialists in handicrafts, one specializing in palm weaving, another in pottery and the third in carpentry. Many of the girls learned enough to be able to hold classes in palm weaving.

Agriculture

The work plan of the unit leaves ample room for individual initiative. For example, at Pantàno Grande, astudent from the U.S.A. noted the deficiencies in the diet of the villagers who, for the most part, were eating beans, corn and peppers. The villagers had heard about other vegetables, and when he asked if they would like to make some gardens, 25 of the 89 families agreed. He rattled off in the unit lorry to buy seeds in the city, 60 kilometres away, and came back with lettuce, carrot, cabbage, tomato and other garden seeds, which the women bought. Except for a tropical blight, which destroyed the tomatoes, the experiment was successful.

In other villages, members of the unit, in co-operation with the agronomist, have taught better farming methods and assisted farmers in caring for the crops grown on the school plot, a 10-acre parcel allocated to the school in every Mexican communal village. To demonstrate better agricultural methods, the team showed films and planted hybrid corn in a demonstration plot. In addition, they vaccinated many pigs as a protection against hog cholera.

Co-operation with the Villagers

In all phases of the work, continual emphasis has been placed on working *with* the villagers to do the job as far as possible in the way they want to do it, and not to do things *for* them. In this way, the villagers have an incentive to solve their own problems.

One of the volunteers states that:

'This ideal has not always worked in practice, however. The fellows in the summer unit, for example, found themselves working only with paid masons and helpers in the construction of a new school for Patroñeno. The villagers were either too busy with their crops or did not have the ambition to help with the project. After much discussion, the unit decided to stop working on the school and to look for a project in which the villagers could co-operate.'[1]

Instead, it was decided that it would be worth while to clean up the plaza. The unit and a dozen friends from the boys' school in Santiago worked with more than 20 villagers under the direction of the *presidente*, chopping down trees and underbrush, burning rubbish, filling in holes, clearing a good portion of the plaza the way the village wanted it. The boys achieved more contact

1. Donald Cohn, 'Santiago Ixcuintla, Mexico', *International News*, vol. V, no. 97, December 1952 Paris, Association of International Work Camps for Peace, 110 avenue Mozart. Monthly.

with the village on this one day than during a dozen days of work on the school.

Follow-through

Since the teams stay only a few months in each village, they must always be concerned about the follow-up to their work. Often they have made a special effort to return to certain villages once every 10 days in order to hold cooking and sewing classes. At other times, they have watched with appreciation the initiative taken by the villagers. As soon as the alignment of the streets was finished in Las Iguanas, for example, the villagers petitioned the electric company for service, and the men turned out with enthusiasm to put up the poles and string the lines. Next they hope to have water piped into their town. They decided to go ahead with these plans because they were confident for the first time that the permanent 'lay-out' of the village had been defined.

Ceylon. A United Nations Expert Organizes Young Farmers' Clubs

Our final example will show how young people are now helping United Nations experts carry out a programme of fundamental education in the Minnerya region of Ceylon.

Of course, one may say that these youngsters are receiving more than they are giving, that the experts are doing more for youth work than youth groups are doing for the experts. Yet boys and girls are an important link in the process of educating parents. The United Nations agricultural expert asked himself 'What can I do to improve paddy cultivation?' He decided that perhaps club work offered a good approach to boys and girls, and he set about organizing 10 young farmers' clubs.

The objectives of the clubs were three: to learn more about growing rice and to have each member's field be a demonstration of good farming methods; to help Ceylon grow enough rice for its own needs; and to develop leadership among young people by giving an opportunity for co-operative work and play and for conducting meetings.

Membership was open to those boys and girls, 10 years of age and older, who could have, as their own project, not less than one-eighth of an acre of their parents' paddy land. They agreed to carry out the following approved practices: to use an iron plough; to use organic fertilizer—2 tons per acre; to use commercial fertilizer—125 lbs per acre; to broadcast the seed; to harrow the standing crop after 18 days; to transplant the rice plants; to control weeds and insects; to thresh with a rotary thresher.

A commercial concern in Colombo gave two tons of fertilizer free for club members, and another company loaned a rotary thresher. The Department of Entomology at Peradineya gave quantities of *meta* for poisoning snails. During the summer there were demonstrations of ploughing with an iron plough, using the Burmese harrow and transplanting.

Newsletter No. 4 of the Tamankaduwa Young Farmers' Club gives the following report about the round-up which took place at the end of one season's activity:

'Boys and girls of the Tamankaduwa district, in the Minnerya area, showed all Ceylon how the young farmers' clubs aid food production while developing good citizenship. The First Young Farmers' Club Round-up held at the Unesco Centre at Hingurakgoda proved that Young Famers' Club members can conduct good meetings, as well as grow good paddy. About 150 members of seven clubs joined in the round-up, which attracted many proud parents and a number of important guests. Radio Ceylon recorded the programme and plans to broadcast the features to tell Ceylon of the Young Farmers' Club achievements.'

The bulletin goes on to tell how the Department of Agriculture awarded a Murrah bull to the grand prize winner, G. R. Jayaseno, who grew 76 bushels of rice per acre (22 bushels more than his father's yield), who conducted meetings, and completed his record book as well as following all the approved practices.

Club members receive a certificate and the club emblem—The Elephant and the Bowl of Plenty. The elephant stands for patriot, dignity and strength. The bowl of plenty is a symbol of the East. Given the dignity of purposeful activities, the boys and girls have united in an island-wide co-operative effort to fill the bowl of plenty to overflowing so that there might be food for all.

The results of the programme have been that the young farmers are doing a better job than their fathers, and some are producing yields of 80 and 90 bushels per acre as against an average of 30 for the parents. Many farmers have said that they want to buy commercial fertilizers for their next crops. Since all the approved practices have shown good results, many of the parents are saying: 'Why can't we adults have the same sort of organization as the boys and girls have?'

The confidence of the communities has been won. The young farmers' clubs have opened the way for future programmes in fundamental education with government, business and farmers working together to raise the standard of living in the community. Thus young people have here played an important part in the slow process of the education of an entire community.

CHAPTER III

SPECIFIC SUGGESTIONS FOR YOUTH GROUPS

This chapter gives a brief list of suggestions for youth action through direct participation in fundamental education field projects, through study and information programmes, and through plans for mutual assistance.

DIRECT PARTICIPATION IN FUNDAMENTAL EDUCATION PROGRAMMES

Although fundamental education, in general, remains a task for experts with sound training and technical knowledge, the examples given in Chapter II are sufficient to show that youth can help, not only behind the scenes in programmes of study and the dissemination of information, but also as active participants in field projects.

Such programmes of direct participation may be designed to give unskilled young people an opportunity for community service, or they may be conceived as programmes for training those who will become leaders of youth projects or professional field workers in fundamental education.

General Observations

Most of the field programmes for unskilled young people will be organized by local groups. Indeed, many of the ordinary activities of local youth groups constitute an important contribution to fundamental education, not only in underdeveloped areas but also in technically advanced countries. In addition, special projects may be initiated on a national or international scale.

In organizing any such youth programmes, due consideration must be given to the difficulties to be faced. These difficulties fall into two categories: problems of organization and problems of relationship with the local population.

The following are some of the organizational problems which must be faced by youth groups:

1. Defining the aim of the project—the objectives of the project should be simple and limited, so that results will be tangible.
2. Finding suitable minor tasks for young people—they need to realize the limitations of their efforts to contribute to fundamental education. Doing tasks of secondary importance successfully will not only give them the feeling that they can accomplish something but also the opportunity to become familiar with the environment in which fundamental education is essential.
3. Preparing leaders—the leaders of projects should receive preliminary training in effective methods from qualified experts.
4. Preparing a schedule—in addition to work, such programmes should include recreational activities for young people.

As for problems of relations with the local population, it must always be borne in mind that innovations should be really understood by them. Otherwise efforts may be wasted and groups of young people may lose confidence. In addition, the local people should be associated with the project from the beginning and should be informed about the ways of continuing the work after the group leaves. Any undertaking will be without lasting influence unless it is readily handed over to the local people. Indeed, in several instances where this was not done, the local population was worse off psychologically after youth groups had completed what seemed like an excellent short-term project.

The following possibilities for youth participation in fundamental education programmes are suggested.

Direct Participation by Local Youth Groups

Direct participation will be largely restricted to local groups which are familiar with the country and its inhabitants. A knowledge of the language is very important.

Although most programmes will be organized in underdeveloped areas, there is also a need for fundamental education in technically advanced countries. Here, youth organizations may find it useful to co-operate with adult programmes.

The participants of the Unesco Seminar on the Education of Youth for Living in a World Community, held in Rangoon, Burma, in October 1952, suggested that local groups might initiate or participate in the following activities:

ICFTU photo

The young workers who attend the courses at the Educational Centre of the International Confederation of Free Trade Unions learn more about the music of Asia. They, in turn, help to keep alive musical traditions among their fellow workers. The preservation and development of indigenous arts is an important aspect of fundamental education.

Participants in the Unesco Seminar on the Education of Youth for Living in a World Community visit the Mass Education Centre of the Government of Burma near Rangoon. ▶

Photo: Young Mesis christian association

Unesco photo

Demonstrations and lectures are part of the educational programme of the Young Men's Christian Association in Ethiopia. Young men and boys from all parts of Addis Ababa arrive, often hours early, to attend the meetings which attract as many as 8,000 people on a single night.

Anefo photo

Pupils of the Kennemer Lyceum at Bloementhaal, near Haarlem, had just completed a successful drive for aid to the Varvakian High School in Greece. Learning that the Director-General of Unesco would be in Amsterdam, en route to a meeting at The Hague, the students decided to deliver the coupons to him in person for transmittal.

1. *Health and Hygiene.* Organizing health and sanitation campaigns, giving training in first aid, organizing Red Cross and ambulance units.
2. *Education.* Helping in adult education classes, literacy campaigns, 'Each one teach one' campaigns, and teaching in village schools.
3. *Community Activities.* Organizing literary activities, exhibitions, reviving folk arts and songs and creating more facilities for play and recreation.
4. *Economic Improvement.* Promoting farmers' clubs, encouraging cottage industries and handicrafts, helping in vocational guidance in boys' clubs and sponsoring co-operative activities for the economic improvement of the community.

Direct Participation by International Youth Groups

Certain youth organizations will wish to send teams, technically equipped as well as enthusiastic, to other countries. They may be teams ready to do manual labour or they may be teams of young people who have special training in medicine, agriculture, handicrafts or education.

They will be handicapped by their lack of knowledge of the country, its inhabitants and its language. But those who are prepared to spend a considerable amount of time in a country will certainly be able to make a contribution to the communities where they work. It is especially important that local youth groups should work with them on all projects.

Unesco will offer its assistance as a clearing-house of information for those local groups which wish to invite young people from abroad, and for those foreign groups which would like to co-operate with youth groups in underdeveloped areas.

Participation in Official Fundamental Education Programmes, National or International

Programmes of fundamental education, initiated and carried out by youth organizations, will probably remain an exceptional form of youth participation in fundamental education programmes. Organizations, however, can propose their services for programmes of fundamental education initiated by governments, with or without the help of the United Nations.

Fundamental education missions of the United Nations and its Specialized Agencies require the help of experts who have had long and thorough experience. However, youth can constitute

an auxiliary force, making the work of fundamental education specialists easier by giving devoted help in tasks of secondary importance.

TRAINING

As the youth organizations' interest in fundamental education increases, youth leaders will feel the need for appropriate training. Youth organizations may wish to arrange training courses with the following aims: (a) to prepare young people to participate in fundamental education programmes. Although such training courses would not give a complete professional training, they would give vocational experience and offer an opportunity for selecting the most capable participants; (b) to give some leaders the competence necessary for directing teams of helpers.

Such training courses should last about a year; they should be of a practical nature, and take place within the framework and according to the conditions of a fundamental education project.

Some assistance is available from Unesco for youth organizations which submit plans for a training course with a serious programme, a sound budget and qualified participants and leaders. The assistance might include documentation and preparation of bibliographies. In some cases, it might be possible to arrange for a Unesco specialist to visit the course or for a preparatory theoretical course to take place at Unesco House in Paris.

Rather than organizing special training courses, some youth groups will wish to give their members vocational experience by arranging periods of internship in official fundamental education programmes. Such periods could be arranged for individuals or for groups.

Individual Participation

For students who desire practical experience alongside theoretical studies, participation in a three to six months' fundamental education project would be highly profitable. Whatever their course of study, they would find a unique opportunity for perfecting techniques and for living the human side of their work.

This opportunity should not be given to students alone; it should be offered to trainees in apprentice centres, to young workers and to rural youth. The youth organizations can direct an active campaign so that governments, local groups, univer-

sities and philanthropic societies create scholarships for competent youth to participate in fundamental education programmes within their own country or abroad. Unesco has already set the example by awarding travel grants to organizations, to be given to those who wish to participate in fundamental education projects.

Placing trainees offers no difficulties when the experience sought is within their own country. For experience abroad, Unesco could help in the negotiations on condition that the candidates have the necessary qualifications and funds for their 'ourney and for their maintenance in a foreign country.

Group Participation

Certain teams can only get together for a very limited period (one to three months) during their vacation. In this case, their work can be in the form of a study visit for surveying the needs and becoming acquainted with the projects. In addition, it might be possible to set up teams which are able to stay in a country for at least six months alongside a fundamental education programme. After a period of adjustment and information, such a group would be ready to undertake complementary tasks.

In either case, the following recommendations are made :

1. Since the selection of participants and the financing of the journey pose complicated problems, it may be preferable at the beginning for teams of one nationality to be formed. National Commissions of Unesco, or rather the youth committees of the National Commissions, could undertake the recruitment of such teams.
2. The team should be composed of members of various youth organizations of a given country, so that the mission will have a wide-spread effect.
3. The team should include students in such fields as anthropology, teaching, medecine, photography, home economics and nursing. Moviemakers, craftsmen, iron-workers and foresters would also be helpful.
4. The team should include some young bilingual local people, if only to serve as interpreters.
5. The team should be helped by an assistance campaign, launched by the youth organizations for the benefit of the fundamental education programme.

The team could send a list of the most necessary material and the youth organizations could unite to furnish it.

This kind of programme for youth is still in the stage of being

planned, and these are possibilities which are suggested rather than certainties based on wide experience.

Although a description of the total programme for training specialists in fundamental education is not within the scope of this study, it may be useful to point out three ways in which young people might receive assistance from Unesco for their professional training. First, Unesco organizes group training programmes for young people. Such a programme was organized near Mysore in India in 1954: participants recommended by the National Commissions for Unesco worked together for nine months under the guidance of specialists. Secondly, the regional training centres in Mexico and Egypt offer possibilities for young people from Latin America and the Middle East. Thirdly, each year Unesco grants a number of scholarships for training in fundamental education, and some of these might be used by capable young people.

INFORMATION AND STUDY

Before actual projects or training programmes can be planned and carried out, it is often necessary to launch information and study campaigns in order to encourage young people to become aware of social needs and to plan programmes of mutual assistance.

The various means of mass communication offer opportunities for giving a great number of young people a picture of the world's needs. These young people can then increase their understanding through small study groups, seminars and conferences. Those who are really interested will wish to plan mutual assistance or action programmes or to plan their careers so that they have the training necessary for meeting some specific need of an underdeveloped region.

Information through Press, Radio, Films and Exhibitions

Press. Although youth organizations will be able to place some stories related to youth and fundamental education in regular daily and weekly newspapers, more attention should probably be given to the dissemination of information through the youth press. Whether local or international, mimeographed or printed daily or semi-annual, youth publications offer a wide variety of opportunities to link the problems of underdeveloped areas with the day-to-day interests of young men and women.

The approach may be factual: statistics on students' housing conditions in India,[1] photographs of school activities organized by a youth group in Algeria,[2] or an article on the Unesco training programme for fundamental education specialists in Latin America. The presentation may be philosophical: two points of view on the question of 'The Christian and Fundamental Education', a letter to the editor on 'The Role of the University in Technical Assistance' or a review of a book such as Dr. Spencer Hatch's *Toward Freedom from Want*.[3] Or, finally, it may be a call to action—a report encouraging young people to join other groups in the vast job of community development in Burma (*Burma Weekly Bulletin* of 25 March 1953), or an editorial urging the purchase of Unesco gift coupons for a school in Ceylon.

Unesco is able to assist the youth press by supplying information and photographs about the efforts of the United Nations and its Specialized Agencies in underdeveloped areas. Articles from *Unesco Features*, the *Courier*, and from the bulletin *Fundamental and Adult Education*, can be reprinted without special permission, provided that the 'credit line' indicates Unesco as the source of information.

Radio. In general, the wireless offers fewer possibilities for young people to arouse interest in underdeveloped regions. However, in those countries where there are local or university stations, it is usually possible to broadcast round-table discussions on a given theme, to transmit brief reports on social conditions from students from various countries, or to prepare newscasts including up-to-date information about youth programmes in various parts of the world. In connexion with a special conference, the United States National Student Association presented a 15-minute programme called 'A Path for Human Rights'.

Items from the *Unesco World Review* may be used by any station which gives credit to Unesco.

Films and Filmstrips. In addition to showing suitable films and filmstrips to members and to the general public, youth groups could encourage cinema clubs to consider the possibility of showing a series of films related to fundamental education or life in

1. See *International Student Information Service Bulletin*, Vol. II, No. 8, December 1952. Cambridge, Massachusetts, International Activities Committee, Harvard Student Council, Phillips Brooks House. Monthly.
2. See *Le Service Civil*, No. 57, December 1952. Zürich, Association du Service Civil International. Quarterly, p. 7.
3. See *International News*, May 1953. Paris, Association of International Work Camps for Peace, 110 Avenue Mozart. Monthly.

the economically underdeveloped regions of the world. It might also be possible for students of film-making to make a documentary film in co-operation with youth groups which are trying to improve social conditions.

A list of films and filmstrips available from the National Commissions for Unesco and from the United Nations Information Centres is included on pages 85 and 86.

Exhibitions. Museums, libraries and schools as well as youth centres are often willing to display exhibitions prepared by young people on subjects related to fundamental education.

The National Commissions for Unesco can supply, upon request, photos for exhibitions on Fundamental Education or Technical Assistance (see page 86).

Study Meetings

The various methods of mass communication are important in any information and study campaign, and can give young people an introduction to the problems of underdeveloped regions and to the partial solutions proposed by different groups. However, many groups wish to examine the ways in which fundamental education activities for young people may become an integral part of their programmes and how those who are particularly interested in these questions can become better prepared for constructive action.

Indicating what has been done along these lines, the following activities may also serve as examples of what can be done in the future by other groups.

Conferences. Many youth organizations will wish to include questions about youth and fundamental education in the agenda for their international conferences. The International Student Movement for the United Nations, at its meeting in Innsbruck in 1952, has already considered 'How students can take a constructive part in fundamental education'. The congress of the Young Christian Workers in Algeria in 1952 dealt with the problem of illiteracy.

Study Groups. Young people in a given community can meet periodically to examine the various needs of underdeveloped regions or to increase their knowledge of one particular country. Discussions, lectures, films and filmstrips can help to show the major problems and how they are being met by local groups, national governments and the United Nations and its Specialized Agencies.

New groups, such as the one at Uppsala University in Sweden, may be formed in order to undertake such study; or similar themes may be introduced into the programmes of existing groups—for example in 1953, the Council of Education for World Citizenship prepared study outlines on the Unesco Haiti Pilot Project for over 600 local study groups in the United Kingdom.

Seminars, Institutes and Study-weeks. International seminars, institutes of foreign relations and study-weeks offer young people from different areas an opportunity to learn about the general problems of fundamental education or to examine a particular aspect of the question of raising the standard of living in an underdeveloped area.

As a follow-up of its world assembly which high-lighted issues related to youth and technical assistance, the Young Adult Council member of the World Assembly of Youth organized a series of regional meetings on youth and technical assistance. As the first major undertaking in its long-range programme dealing with youth and fundamental education, the United States National Student Assembly held a three-day meeting on the implementation of the Universal Declaration of Human Rights, in particular the right to education. The Joint Committee for Danish Youth Organizations, co-operating with the Danish National Commission and Mellemfolkeligt Samwerke, held a study-week in March 1954, at which a number of experts spoke about their work in underdeveloped areas.

The seminars of the International Student Movement for the United Nations held at the United Nations headquarters in New York, at Unesco House in Paris, and in Geneva with the World Health Organization, have introduced many young people to the work of the various agencies of the United Nations in underdeveloped regions. The International Confederation of Free Trade Unions included a discussion of trade unionism in underdeveloped areas in its seminar programmes in 1952. The Norwegian United Nations Association chose 'Asia's Problems—Our Problems' as the theme for its 1953 Nansen Camp. The Co-ordination Committee for International Voluntary Work Camps called a meeting of experts to discuss 'The Contribution of the Work Camp to Programmes of Community Development and Fundamental Education'.

Longer and more concentrated periods of study have been arranged by the World University Service in its seminars on 'The Role of the University in Technical Assistance' and 'The Human Implications of Development Planning', and by the

Friends Service Committee on 'Development Projects and World Peace'. The Unesco seminar on The Education of Youth for Living in a World Community, held in Rangoon in 1952, included not only a pooling of experiences and lectures from specialists but also field trips to fundamental education projects of governments and non-governmental organizations.

Study Tours and Field Trips. Visits to local and national projects formed the basis for a study of Indian village work, planned by an international group under the auspices of the Lisle Fellowship (U.S.A.) in 1954. In Haiti, the work campers of the American Friends Service Committee had an opportunity to see the Unesco Pilot Project in action. In the Philippines, the Unesco Science Co-operation Office arranged for work campers to make a field trip to examine the work of a technical assistance mission.

Unesco plans to continue its assistance to youth groups for their study of fundamental education in underdeveloped regions by supplying, upon request, the documentation and visual aids described on pages 85-86. Additional assistance to organizations planning study programmes and projects dealing with fundamental education will be offered through the programme of grants for the inter-continental travel of young people.

Surveys

There are some practical activities which can help young people in their efforts to understand life in underdeveloped areas. One of these is the *Survey*.

In 1951 students from the Delhi School of Economics conducted a survey of food conditions in Northern Bihar. For 15 days they interviewed people in 33 villages—government officials, public workers, village headmen and others. They wore soiled clothes and did not hesitate to squat by the roadside or in the fields to talk with the peasants. They ate typical village food and identified themselves with the villagers. In this way, they gained the confidence of the people in Bihar and found out something about the causes of the famine, the steps which had been taken to alleviate the misery, and the popular reaction to those steps.

The survey is a prelude to action for the 10-20 social service teams which go every summer from Mysore University to various Indian villages. Equipped with a model questionnaire, each team completes a house-to-house survey of living conditions in a single village. With the results of the survey in hand, it is easier for them to plan their summer's work.

A general knowledge of the structure of community life is important for young people who are interested in fundamental education programmes. A study of one's own community gives a basis for comparison with community life in other cultures. Various kinds of surveys are useful: surveys of the social institutions in a given locality, or of the way of life of a given group or of a single problem. For example, at the Unesco Youth Institute in Germany, the 1953 programme of the training course for work camp leaders included a survey of the village of Gauting made by small groups which, through interviews with local leaders, gathered information on a single aspect of community life, such as social services, political organization, religious life, transportation and communications or commerce. At several of its international summer camps in 1952 and 1953, the Association Concordia undertook a survey of village life in rural France. After investigations by visits, by research in the local archives or conversations with families, each camper prepared a monograph on one phase of village life, education, opportunities for cultural activities, village government, agricultural problems and so on. The monograph included a comparison with the same aspect of the camper's own community. The experience so gained can be useful for those planning to undertake surveys in underdeveloped areas.

The World Assembly of Youth is now undertaking a survey of the needs of girls and young women in certain regions. Other youth groups may wish to survey the needs of young people in recently industrialized areas or to encourage groups in different countries to undertake a comparative study of the role of young people in the life of rural communities.

MUTUAL ASSISTANCE: FINANCIAL AND MATERIAL AID

Many young people, especially from those countries where vast programmes of fundamental education are not necessary, wish to help other youth groups to organize effective social and educational programmes. Those who cannot join international teams can give material assistance.

Sometimes one branch of an international organization may wish to give direct help to another branch by collecting money for a particular programme. In organizing such assistance campaigns, groups should make sure exactly what kind of equipment or material is needed for the project they wish to assist.

Although many groups give direct financial or material help

to fundamental education programmes, other groups have given assistance through the Unesco Gift Coupon Scheme. Through the use of these gift coupons, the Hunter College Protestant Association in New York, the American Council of Venture Clubs, and the St. Mark's Youth Club of the United Kingdom have given equipment to the Bombay City Social Education Committee. Various high school groups in England, France and Scotland have assisted the Delhi Social Education Centre. A junior high school in New York, Wellesley College in Massachusetts and the United States National Student Association have adopted the Unesco Regional Training Centre at Patzcuaro and hope to raise $3,000 for its programme. Information on other fundamental education projects which could be assisted is available from the Voluntary International Assistance Division of Unesco.

Often the assistance required is greater than can be handled by a local group or even by a single national organization. Therefore, co-ordination of the campaign through the different branches of an international youth organization is advisable; or various national groups, such as those belonging to the youth committee of a National Commission for Unesco, may wish to combine efforts. As their part in the Norwegian national programme of assistance to fishing villages in India, many young workers have agreed with the proposal of the Norwegian Federation of Trade Unions to give a day's income from overtime work.

Another form of material assistance is the granting of scholarships to young people from the underdeveloped regions so that they may study, in universities or in youth groups, the techniques and methods useful in social programmes in their own countries. This is the plan advocated in the *World Student Federalists Newsletter* of March 1953.[1] The organizations affiliated with the WAY council in Sweden are now planning a programme which will allow 1,000 students from Asia to learn about family and community life in Sweden. Students of a number of universities have raised enough money to enable students from an underdeveloped area to obtain the necessary technical training.

One of the most effective programmes of youth assistance to youth is helping to build up the youth organizations which will undertake work in fundamental education. The International Union of Socialist Youth has set up an 'international technical

1. Svend-Aage Hestoft. 'The United Nations and World Government'. *World Student Federalists Newsletter*, No. 14, March 1953. Amsterdam, Young World Federalists, 369 Keizersgracht, p. 7-9. 10 times a year. Annual subscription: $1; 5s.

assistance' fund for promoting youth and student work in under-developed areas, and youth groups will receive assistance in the form of books and study materials for their educational work. Experienced leaders will put their skill at the disposal of newly established groups, and promising leaders will be given financial aid for attending leadership courses, seminars and schools organized by the labour movement. The World Youth Projects programme of the World Council of Churches encourages long-established youth groups to help groups that are beginning work. The projects call for assistance to training courses for youth leaders, youth periodicals, youth centres and hostels, and youth service projects.

CONCLUSION

The world's problems are formidable. Yet young people need not be discouraged, for theirs is the pioneer task of creating a world community. Various independent experiences have already shown how the youth of today, *through participation in fundamental education*, can give evidence of its desire to assume responsibility for improving living conditions. Such participation has offered both an outlet for action and an educational experience, by helping young people to become aware of conditions of life throughout the world and of the resulting international problems, and by giving them an opportunity for constructive *national or international* work.

In the coming years, the suggestions for action included in this booklet will be tried, and adapted, and multiplied, by youth groups in every corner of the earth. We can hope that there may be launched a world-wide campaign of youth, working hand-in-hand for the improvement of living conditions, and backed by a determined wish for united action against hunger, ignorance and poverty.

APPENDIXES

STATISTICAL CHART I. Food supplies *per capita* (at the retail level): recent supplies and targets set for 1960

Region, sub-region and country	Date	Cereals[1]	Starchy roots	Pulses	Sugar[2]	Fats[3]	Fruits[4]	Vegetables[4]	Meat[5]	Eggs	Fish[6]	Milk[7]
FAR EAST												
Ceylon	1949-50	102	37	62	16	6	1	40	3	1	16	10
	1960 T	117	43	62	12	6	50	75	3	1	16	10
China	1949-50	153	36	22	1	7	(57)		11	1	6	—
	1960 T	153	38	32	1	6	40	90	16	3	8	1
India	1949-50	119	7	20	13	3	25	16	2	0.1	2	45
	1960 T	129	8	29	13	5	50	70	3	0.1	3	50
Indochina	1949-50	125	17	4	4	1	—	—	5	2	5	3
	1960 T	166	17	12	6	2	60	90	7	4	7	4
Indonesia	1949-50	120	118	8	2	6	—	—	4	1	6	2
	1960 T	135	109	10	6	6	40	75	5	2	9	2
Japan	1949-50	157	66	2	3	1	12	66	2	1	27	4
	1960 T	160	70	6	10	2	60	90	4	3	45	7
Philippines	1949-50	131	31	18	12	7	—	—	14	3	14	9
	1960 T	143	30	34	13	7	80	70	17	4	21	14
NEAR EAST												
Egypt	1949-50	174	10	13	11	3	36	58	10	1	4	55
	1960 T	160	10	18	10	5	73	108	11	2	4	65
Iran	1949-50	144	1	8	6	1	66	42	10	2	5	84
	1960 T	162	8	13	6	3	100	75	10	2	9	83

AFRICA

Belgian Congo	1949-50	34	457	24	1	5	...	...	6	1	8	4
	1960 T	49	451	33	1	6	40	60	7	2	8	5
French	1949-50	142	8	3	11	4	20	23	11	3	2	84
North Africa	1960 T	156	10	6	14	5	60	40	13	3	4	99
Kenya-Uganda	1949-50	(58)	(491)	(26)	(5)	(3)	(25)		(22)	(1)	0.2	(54)
	1960 T	53	430	28	5	4	40	60	25	1	0.5	62
Madagascar	1949-50	115	208	6	4	2	(35)		28	2	5	136
	1960 T	127	197	7	4	3	40	60	28	2	6	152
Union	1949-50	153	18	4	39	4	24	35	43	2	5	82
of South Africa	1960 T	145	18	4	38	6	40	60	43	3	7	82

EUROPE

Austria	1949-50	137	106	1	21	15	38	60	29	4	3	125
	1960 T	142	95	2	22	17	52	70	35	4	4	170
Bulgaria	1949-50	210	7	9	10	7	50	88	18	5	1	87
	1960 T	192	8	13	8	8	58	90	23	6	1	120
Finland	1949-50	145	184	3	25	12	3	28	27	4	15	271
	1960 T	145	182	3	25	13	18	60	27	5	16	285

1. Cereals in terms of flour and meal.
2. Includes crude sugars consumed as such.
3. Includes butter; estimates expressed, as far as possible, as pure fats.
4. Expressed, wherever possible, in fresh equivalent.
5. Expressed, wherever possible, in terms of dressed carcass weight.
6. Expressed, wherever possible, in fresh landed weight.
7. Excludes butter but includes other milk products as fresh milk equivalent.
T = Target; ... = no information; — = negligible.

Region, sub-region and country	Date	Cereals[1]	Starchy roots	Pulses	Sugar[2]	Fats[3]	Fruits[4]	Vegetables[4]	Meat[5]	Eggs	Fish[6]	Milk[7]
France	1949-50	126	131	3	22	12	34	143	54	10	12	137
	1960 T	128	130	4	22	12	50	149	54	11	13	156
Germany	1949-50	120	194	3	23	15	31	43	23	4	19	109
(Fed. Repub.)	1960 T	115	193	5	25	15	50	70	40	7	17	155
Italy	1949-50	154	32	6	10	9	45	90	18	5	8	79
	1960 T	162	36	12	11	13	53	90	20	6	9	90
Netherlands	1949-50	94	176	2	36	23	53	62	29	5	12	219
	1960 T	98	142	3	34	22	63	91	29	6	12	241
Rumania	1949-50	216	40	5	7	8	75	65	15	4	2	124
	1960 T	170	39	7	8	8	77	78	18	6	3	138
Spain	1948-49	126	91	14	9	12	35	115	23	4	18	68
	1960 T	141	110	19	9	14	54	117	25	7	19	78
Sweden	1949-50	88	126	2	43	21	39	23	48	11	26	306
	1960 T	86	118	2	40	21	54	60	46	11	26	322
LATIN AMERICA												
Argentina	1949-50	125	87	2	35	17	58	39	114	7	5	164
	1960 T	120	85	3	28	17	75	75	114	8	5	185
Brazil	1949-50	79	75	26	30	6	81	24	39	3	5	79
	1960 T	82	75	30	28	7	85	75	45	4	5	90
Mexico	1949-50	123	7	10	26	6	58	24	23	2	2	71
	1960 T	145	7	15	26	8	75	75	23	3	3	73
Uruguay	1949-50	100	34	2	28	12	40	14	107	8	2	183
	1960 T	100	34	3	25	12	75	75	110	9	3	215

NORTH AMERICA												
U.S.A.	1949-50	78	49	7	47	19	90	113	74	21	5	289
	1960 T	78	45	7	43	17	105	123	76	21	5	319
Canada	1949-50	71	94	7	51	18	45	64	69	17	7	244
	1960 T	71	80	7	47	17	55	86	73	17	7	266
OCEANIA												
Australia	1949-50	94	53	5	57	14	80	71	108	12	4	201
	1960 T	90	47	4	51	14	92	101	112	15	4	225
New Zealand	1949-50	90	49	3	52	15	55	65	96	13	11	240
	1960 T	85	47	3	45	14	67	86	97	13	13	255

1. Cereals in terms of flour and meal.
2. Includes crude sugars consumed as such.
3. Includes butter; estimates expressed, as far as possible, as pure fats.
4. Expressed, wherever possible, in fresh equivalent.
5. Expressed, wherever possible, in terms of dressed carcass weight.
6. Expressed, wherever possible, in fresh landed weight.
7. Excludes butter but includes other milk products as fresh milk equivalent.

T = Target; ... = no information; — = negligible.

Note. From *Preliminary Report on the World Social Situation*, with special reference to standards of living, United Nations, New-York. 1952, p. 48-51.

STATISTICAL CHART 2. Percentage of population illiterate

Country	Year of census (C) or estimate (E)	Criterion of literacy[1]	Age level	Percentage of illiteracy
Africa				
Algeria (Fr.) (European population)	1948 C	W	10 and over	8
Angola (Port.) ('civilized' population)	1940 C	R	All ages	38
Belgian Congo	1951 E	R	All ages	63
Cape Verde Is. (Port.)	1940 C	R	All ages	82
Ceuta (Sp.)	1940 C	...	10 and over	33
Egypt	1947 C	RW	10 and over	78
Gold Coast (U.K.)	1948 E	...	...	80
Mauritius and dependencies (U.K.)	1944 C	[2]RW	10 and over	72
Melilla (Sp.)	1940 C	...	10 and over	25
Morocco (Fr.)	1951 E	...	10 and over	50
Mozambique (Port.)	1940 C	R	All ages	99
Nyasaland (U.K.) (African population)	1945 C	[2]RW	All ages	93
Portuguese Guinea				
('civilized' population)	1950 C	RW	All ages	45
('non-civilized' population)	1950 C	[2]RW	10 and over	99
St. Helena and dependencies (U.K.)	1948 E	...	...	1
Sao Tomé and dependencies (Port.)	1940 C	R	All ages	87
Seychelles and dependencies (U.K.)	1947 C	RW	10 and over	65
Sierra Leone (U.K.)	1947 C	R	...	71
Somaliland (Fr.) (European and assimilated population)	1951 C	RW	10 and over	5

Somaliland Protectorate (U.K.)	1951 E	RW	All ages	99
Swaziland (U.K.) (African population)	1946 C	...	All ages	82
Uganda (U.K.)	1948 E	...	...	70
Union of South Africa ('Native' pop.)	1946 C	RW	10 and over	72
America, North				
Bermuda (U.K.)	1950 C	RW	7 and over	3
British Honduras	1946 C	RW	10 and over	17
British West Indies				
Bahamas	1943 C	RW	5 and over	24
Barbados	1946 C	RW	10 and over	8
Jamaica and dependencies	1943 C	RW	10 and over	26
Leeward Islands	1946 C	RW	10 and over	17
Trinidad and Tobago	1946 C	RW	10 and over	24
Windward Islands	1946 C	RW	10 and over	31
Canada (excl. Newfoundland)	1931 C	RW	10 and over	4
Newfoundland	1945 C	RW	10 and over	13
Costa Rica	1950 C	R	10 and over	21
Cuba	1943 C	R	10 and over	24
Dominican Republic	1935 C	RW	7 and over	74
El Salvador	1950 C	...	10 and over	60
Guatemala	1950 C	RW	7 and over	72
Haiti	1950 E	RW	10 and over	90
Honduras	1950 C	RW	10 and over	65
Mexico	1940 C	RW	10 and over	54

1. R = ability to read: W = ability to write: RW = ability to read and write; ... = no information.
2. Read and write European characters.
3. Read and write English or the vernacular.
4. Read and write Portuguese.

Country	Year of census (C) or estimate (E)	Criterion of literacy[1]	Age level	Percentage of illiteracy
Nicaragua	1940 C	...	7 and over	63
Panama[3]	1950 C	RW	10 and over	28
Puerto Rico	1950 C	RW	10 and over	24
St. Pierre and Miquelon (Fr.)	1951 C	RW	10 and over	8
United States	1947 E[3]	RW	14 and over	3
Virgin Islands (U.S.)	1940 C	RW	10 and over	13
America, South				
Argentina	1947 C	RW	14 and over	14
Bolivia	1943 E	...	...	80
Brazil	1950 C	RW	10 and over	52
British Guiana[4]	1946 C	RW	10 and over	22
Chile	1940 C	R	10 and over	26
Colombia	1938 C	R	10 and over	44
Ecuador	1950 C	...	10 and over	44
Falkland Islands (U.K.)	1948 E	...	...	5
Paraguay	1950 C	RW	7 and over	36
Peru	1940 C	R	10 and over	57
Uruguay	1938 E	...	...	15
Venezuela	1941 C	RW	10 and over	59
Asia				
Aden Colony (U.K.)	1946 C	RW	10 and over	79
Bahrein	1941 C	...	'Adults'	88

British Borneo				
Brunei[5]	1947 C	RW	10 and over	74
North Borneo[6]	1951 C	RW	10 and over	84
Sarawak[5]	1947 C	RW	10 and over	83
Burma (Union of)	1931 C	RW	10 and over	60
Ceylon	1946 C	RW	5 and over	42
China	1946 E	...	All ages	56
Cyprus (U.K.)	1946 C	RW	10 and over	36
Federation of Malaya (U.K.)[6]	1947 C	RW	15 and over	62
French India				
(European and assimilated population)	1951 C	RW	10 and over	10
Hong Kong (U.K.) (Chinese population)	1931 C	RW	11 and over[7]	49
India	1951 E[8]	RW	10 and over	80
Indonesia	1930 C	W	15 and over	92
Israel	1948 E[9]	RW	15 and over	6
Korea	1930 C	...	10 and over	69
Macao (Port.)	1950 C	R	All ages	47
Pakistan	1951 C	...	All ages	86
Philippines	1948 C	RW	10 and over	39
Portuguese India	1940 C	RW	All ages	81
Ryukyu Islands (U.S.)[10]	1950 C	RW	10 and over	26

1. R = ability to read; W = ability to write; RW = ability to read and write; ... = no information.
2. Excluding tribal Indians.
3. Based on sample survey.
4. Excluding those 'Amerindians' not individually enumerated in the census.
5. Excluding European population and nomadic Punans.
6. Excluding European population.
7. Read and write mother tongue.
8. Based on sample taken at the 1951 census.
9. Based on sample of Jewish population only.
10. Ryukyuan nationals only.

Country	Year of census (C) or estimate (E)	Criterion of literacy[1]	Age level	Percentage of illiteracy
Singapore (U.K.)[2]	1947 C	RW	15 and over	54
Thailand	1947 C	R	10 and over	46
Turkey	1945 C	RW	10 and over	70
Europe				
Belgium	1947 C	RW	10 and over	3
Bulgaria	1934 C	RW	10 and over	31
Czechoslovakia	1930 C	RW	10 and over	5
Finland	1930 C	RW	15 and over	16
France	1946 C	RW	10 and over	3
Gibraltar (U.K.)	1951 C	[3]RW	5 and over	34
Greece	1946 E[4]	RW	8 and over	28
Hungary	1949 C	RW	7 and over	5
Italy	1931 C	R	10 and over	22
Malta and Gozo (U.K.)	1948 C	RW	10 and over	40
Poland	1931 C	...	10 and over	23
Portugal	1950 C	R	10 and over	42
Rumania	1948 C	...	7 and over	23
Spain	1940 C	RW	10 and over	23
Sweden	1945 E[5]	RW	7 and over	[6]0
Trieste (International Admin.) Anglo-American Zone	1936 E	R	10 and over	5
Yugoslavia	1948 C	R	10 and over	25

Oceania				
American Samoa	1951 E	[8]RW	10 and over	2
British Solomon Islands	1947 E	...	...	95
Cook Islands (N.Z.)	1945 C	[7]RW	10 and over	4
Fiji (U.K.)	1946 C	RW	15 and over	36
Gilbert and Ellice Islands (U.K.)	1947 C	W	10 and over	10
Guam (U.S.)	1940 C	RW	10 and over	16
Hawaii (U.S.)	1930 C	RW	10 and over	15
Niue (N.Z.)	1945 C	RW	10 and over	13
Pacific Islands (U.S.)	1950 E	RW	...	25
U.S.S.R.				
U.S.S.R.[8]	1947 E[9]	...	9 and over	10

1. R = ability to read; W = ability to write; RW = ability to read and write; ... = no information.
2. Excluding European population.
3. Read and write English.
4. Based on sample survey by the Second Allied Mission for the Observation of Greek Elections.
5. Based on sample taken at the 1945 census.
6. Illiteracy estimated at less than 0.1 per cent, not including 'temporary' illiterates among children at school.
7. Read and write the vernacular.
8. Excluding Western Ukraine and Western Byelorussia.
9. United Nations estimate.

Note. From *Basic Facts and Figures.* Unesco, Paris, 1954, p. 10-13.

APPENDIX II

SELECTED BIBLIOGRAPHY ON YOUTH AND FUNDAMENTAL EDUCATION

GENERAL WORKS

ALLEN, H. B. *Rural reconstruction in action; experience in the Near and Middle East.* Ithaca, New York, Cornell University Press, 1953. 204 p.

BEGTRUP, HOLGER and others. *The folk high schools of Denmark and the development of a farming community.* 4th ed. London, Oxford University Press; Copenhagen, Nordisk Forlag, Nyt, 1949. 163 p.

CAPO, Carmelina. *A family living programme in Viani, February-July 1950.* Paris, Unesco, 1951. 28 p. (*Occasional papers in education*, 9). Published also in French and Spanish.

A report on fundamental education in a small village in Colombia. The activities are presented in clear outline.

COLOMBAIN, Maurice. *Co-operatives and fundamental education.* Paris, Unesco, 1950. 171 p., illus. (*Monographs on fundamental education*—II). Published also in French and Spanish.

This book illustrates how co-operatives deal with special problems, i.e. thrift and credit, purchasing, health and hygiene and education.

Ensayo Piloto Mexicano de la Educación Básica. *Anuario 1950/51.* Santiago Ixcuintla, Nay., Mexico, 1950. 156 p.

Food and Agriculture Organization. *Training rural leaders. Shantan Bailie School, Kansu Province, China.* Washington, 1949. 136 p. Published also in French and Spanish.

Fundamental and adult education; a quarterly bulletin. Paris, Unesco. Annual subscription: $1; 5s.; 250 French francs. Single issues: $0.30; 1s. 6d.; 75 francs. Published also in French and Spanish.

A technical journal intended mainly for specialists in fundamental education, though within the scope of all those interested in educational problems. It contains articles describing important activities in fundamental education and statements about programmes and general lines of policy.

HUGHES, Lloyd H. *The Mexican cultural missions programme.* Paris, Unesco, 1950. 77 p., illus. (*Monographs on fundamental education*—III). Published also in French and Spanish.

In 1949 the author made a survey of fundamental education work in progress in Mexico. His book tells chiefly about the work of the cultural missions, their history, activities, achievements and problems. There is a short bibliography.

International Bureau of Education. *Access of women to education.* Paris, Unesco; Geneva, International Bureau of Education, 1952. 207 p. (Publication no. 141). Published also in French.

Report of the Fifteenth International Conference on Public Education; contains information on women's education furnished by the Ministries of Education of 47 countries.

International directory of adult education. Paris, Unesco, 1952. 324 p. Published also in French.

International Labour Office. *Child labour in relation to compulsory education; an ILO report.* Paris, Unesco, 1951. 102 p. (*Studies on compulsory education*—V). Published also in French.

MARIER, Roger. *Social welfare work in Jamaica; a study of the Jamaica Social Welfare Commission.* Paris, Unesco, 1953. 166 p. (*Monographs on fundamental education*—VII). Published also in French and Spanish.

United Nations. Economic and Social Council. Social Commission. Eighth Session. *Preliminary report on the world social situation with special reference to standards of living.* New York, 1952. 180 p. (E/CN.5/267/Rev.1). Published also in French.

Contains valuable information and many statistical tables on world population, health conditions, food and nutrition, housing, education, and conditions of employment. Special chapters give a general analysis of social conditions in Latin America, the Middle East and South and South-East Asia.

Unesco. *Basic facts and figures; illiteracy, education, libraries, museums, books, newspapers, newsprint, film and radio.* Paris, 1954. 58 p. Published also in French.

Contains statistics on illiteracy, education, libraries, museums, books, newspapers, newsprint and the film and radio throughout the world.

——. *Community education in Puerto Rico;* a report prepared by the Division of Community Education, Department of Education, San Juan, Puerto Rico, on work accomplished from 1 July 1949 to 15 October 1951. Paris, 1952, 25 p. (*Occasional papers in education*—14). Published also in French and Spanish.

——. *Fundamental education; a description and programme.* Paris, Unesco, 1949. 84 p. (*Monographs on fundamental education*—I). Published also in French, Spanish and Arabic.

This helpful monograph gives a general description of fundamental education and then shows how fundamental education programmes are organized and how Unesco works in this field.

——. *Fundamental education; common ground for all peoples.* New York, Macmillan, 1947. 325 p. Published also in French and Spanish.

——. *Fundamental education for the Arab world.* Cairo, Unesco, 1952. 16 p.

——. *The Haiti pilot project: phase one 1947-1949.* Paris, 1951. 84 p., illus. (*Monographs on fundamental education*—IV). Published also in French and Spanish.

At the request of the Haitian Government, a pilot project in fundamental education was set up by Unesco for the inhabitants of the Marbial Valley. This booklet traces the development of the project from an exhaustive preliminary survey to the first signs of real progress in education, agriculture, hygiene and the development of rural industries.

Unesco. *Health education; a selected bibliography.* Paris, 1951. 56 p. (*Occasional papers in education*—11). Published also in French and Spanish.

This bibliography will be especially useful for youth groups wishing to build up a library on fundamental education.

——. *Learn and live.* Paris, 1951. 33 p. Published also in French and Spanish.

This description of the activities of the Unesco training centre for fundamental education specialists at Patzcuaro in Mexico shows the problems which must be faced in underdeveloped areas and illustrates the United Nations methods of solving these problems. Numerous photographs add to the value of the booklet.

——. *The right to education.* Paris, 1952. 53 p. (*Unesco and its programme*—VIII). Published also in French and Spanish.

In addition to general information on the Unesco programme of fundamental education, this booklet contains a chapter on the Unesco fundamental education centre at Patzcuaro.

——. *They can't afford to wait.* Paris, 1952. 33 p. Published also in French.

A popular account, with photographs, of the work of Unesco Technical Assistance missions in four countries of South-East Asia: Ceylon, India, Pakistan and Thailand. These missions were provided, at the request of the countries concerned, to assist them in carrying out educational and scientific programmes essential to the economic and social development of those countries.

——. *Teaching agriculture: a selected bibliography.* Paris, 1952. 52 p. (*Occasional papers in education*—15). Published also in French and Spanish.

This bibliography will be especially useful for youth groups wishing to build up a library on fundamental education.

——. *Technical assistance for economic development; a human approach.* Paris, 1950. 39 p. (*Unesco and its programme*—V). Published also in French and Spanish.

This booklet tells of the United Nations expanded programme of Technical Assistance and the role which Unesco plays in the programme Although outdated, it gives a useful general picture of the work to be undertaken and the methods to be used.

——. *Women and education.* Paris, 1953. 264 p. (*Problems in education*—V). Published also in French.

This booklet contains three studies on the status of women in Chile, India, and Yugoslavia.

RUOPP, Phillips. *Approaches to community development. A symposium introductory to problems and methods of village welfare in underdeveloped areas.* The Hague, W. van Hoeve, 1953. 352 p.

SÁNCHEZ, Patricio S. *Activities in the associated project of Viani; a report for 1949.* Paris, Unesco, 1950. 39 p. (*Occasional papers in education*—7). Published also in French and Spanish.

This document gives a first report on the experience in fundamental education in a small village in Colombia. (See also above: Capó, Carmelina.)

YOUTH AND FUNDAMENTAL EDUCATION

COMLEY, W. *A plan for youth. A handbook of youth organization for India and Pakistan.* Calcutta, Oxford University Press, 1949. 138 p.

Food and Agriculture Organization. *Organization and activities of 4-H clubs in the United States.* Washington, 1951. 21 p. Published also in French and Spanish.

HATCH, D. Spencer. *Toward freedom from want.* Bombay, Oxford University Press, 1949. 303 p., illus.

PERCIVAL, Alicia Constance. *Youth will be led; the story of the voluntary youth organizations.* London, Collins, 1951. 249 p.

PORTE-PETIT CANDAUDAP, Celestino. *El Instituto de la Juventud Mexicana.* Mexico, Editorial Ruta, 1950. 77 p.

QUEGUINER, Maurice. *Education de base; préoccupations catholiques et initiatives de l'Unesco.* Paris, Centre catholique international de coordination auprès de l'Unesco, 1953. 112 p.

RECK, Franklin M. *The 4-H story. A history of 4-H club-work.* Ames, Iowa, National Committee on boys and girls club work and the Iowa State College Press, 1951. 308 p.

JOURNAL ARTICLES

'Allons voir au Brésil'. *Jeunesse nouvelle.* April 1952. Ghent, World Federation of Catholic Young Women and Girls, 2 rue des Baguettes. Quarterly. Annual subscription: $2.

ALTER, S. Neale. 'A YWCA developing in a rural area: a centre in Lebanon'. *World's Y.W.C.A. Monthly,* year 30, no. 5, p. 9-10, May 1952. Geneva, World's Young Women's Christian Association, 37 quai Wilson. Annual subscription: 5 Swiss francs.

'Ceylon farming improved through young farmers' clubs'. *Fundamental and adult education,* vol. V, no. 3, p. 142, July 1953. Paris, Unesco. Quarterly. Annual subscription: $1; 5s.; 250 francs. Single issues: $0.30; 1s. 6d.; 75 French francs. Published also in French and Spanish.

COHN, Donald. 'Santiago Ixcuintla, Mexico'. *International news,* vol. V, no. 97, December 1952. Paris, Association of International Work Camps for Peace, 110 avenue Mozart. Monthly.

FULTON, David C. 'A new Nayarit. (Accent on youth)'. *Americas,* vol. 2, no. 10, p. 32-34, October 1950. Washington, Pan American Union. Monthly. Annual subscription: $3. Single issues: $0.25. Published also in Spanish and Portuguese.

HESTOFT, Svend-Aage. 'The United Nations and world government'. *World student federalists newsletter,* no. 14, p. 7-9, March 1953. Amsterdam, Young World Federalists, 369 Keizersgracht. 10 times a year. Annual subscription: $1; 5s.

'I.U.S.Y. starts technical assistance fund'. *IUSY survey,* vol. 3, no. 1-8, p. 3, September-October 1951. Amsterdam, Press and information bureau of the International Union of Socialist Youth, Tesselschadestraat 31.

JAQUET, Rachel. 'Du nouveau à Bérardi'. Service Civil International. Branche Algerienne. *Bulletin trimestriel*, nouvelle série, no. 7, p. 8-9, July 1953. Algiers, Imprimerie Spéciale du S.C.I., 5 rue Cornuz.

OOTHIN, Kupwayay. 'Youth and community development'. *Burma weekly bulletin*, vol. I, no. 51, 25 March 1953. Rangoon.

TIWARY, Keder Wath and SHARAN, Jagdish. 'Conducting a food survey in India'. *International student information service bulletin*, vol. I, no. 5, p. 1-4, April 1952. Cambridge, Massachussetts, International Activities Committee, Harvard Student Council (Philipps Brooks House). Monthly.

APPENDIX III

VISUAL AIDS ON FUNDAMENTAL EDUCATION AVAILABLE FROM UNESCO

PUBLICATIONS

Film Centre, London. *The use of mobile cinema and radio vans in fundamental education.* Paris, Unesco, 1949. 192 p. (*Press, film and radio in the world today*). Published also in French and Spanish.

OBERWAGER, Jerome. *How to print posters: a process developed at the Regional Fundamental Education Centre for Latin America.* Paris, Unesco, 1953. 28 p. (*Educational studies and documents*—III). Published also in French.

Unesco. *Films and filmstrips about education.* Paris, 1953. 17 p. (*Press, film, radio. Clearing house series*, no. 3). Published also in French.

——. *Films and filmstrips about the work of the United Nations and its specialized agencies.* Paris, 1952. 31 p. (*Press, film, radio. Clearing house series*, no. 1). Published also in French.

——. *The healthy village: an experiment in visual education in China.* Paris, 1951. 119 p. (*Monographs on fundamental education*—V). Published also in French and Spanish.

——. *Kerosene filmstrip and slide projectors.* Paris, 1952. 18 p. (*Press, film, radio. Clearing house series*, no. 6). Published also in French.

——. *Visual aids in fundamental education; some personal experiences.* Paris, Unesco, 1952. 168 p. (*Press, film and radio in the world today*). Published also in French and Spanish.

——. *World film directory.* Paris, 1952. 3 vols. (*Press, film, radio. Clearing house series*, no. 2). Published also in French.

WILLIAMS, J. Grenfell. *Radio in fundamental education in underdeveloped areas.* Paris, Unesco, 1950. 152 p. (*Press, film and radio in the world today*). Published also in French and Spanish.

FILMS

Unesco has produced a few films and filmstrips, copies of which have been sent to all National Commissions. Requests to borrow or purchase them must be addressed to the National Commissions. These films and filmstrips are:

World without end. 1953. Directed by Basil Wright and Paul Rotha. Produced by Unesco. 60 minutes, b. & w., sound, 16 or 35 mm. English, French and Spanish.

Introduction to Crefal. 1952. 23 minutes, b. & w., sound, 16 mm. English, French and Spanish.

A picture of the land and people round Lake Patzcuaro in Mexico,

the site of the International Fundamental Education Centre for Latin America.

New horizons. 1952. 26 minutes, b. & w., sound, 16 mm. English, French and Spanish.

An account of the methods and activities of the Fundamental Education Centre for Latin America.

FILMSTRIPS

Right to education, I—Fundamental education. 1951. 18×24 mm., b. & w., silent, with teaching notes, 53 frames. Commentaries available in English, French, Spanish and Arabic.

Right to education, II—Technical training. 1951. 18×24 mm., b. & w., silent with teaching notes, 47 frames. Commentaries available in English, French, Spanish and Arabic.

Fundamental education—Patzcuaro. 1953. 18×24 mm., b. & w., silent, with teaching notes, 41 frames.

Fundamental education—West Africa. 1953. 18×24 mm., b. & w., silent, with teaching notes, 30 frames.

EXHIBITIONS

Small sets of enlarged photographs for display in classrooms and club-rooms. Sets on the following subjects can be supplied by National Commissions for Unesco upon request: The World Community; Fundamental Education; Technical Assistance; Unesco in Action.

UNESCO PUBLICATIONS : NATIONAL DISTRIBUTORS

ARGENTINA
Editorial Sudamericana,
S.A. Alsina 500,
BUENOS AIRES.

ASSOCIATED STATES OF CAMBODIA, LAOS AND VIET-NAM
Librairie Nouvelle Albert Portail,
Boîte postale 283,
SAIGON.
Sub-depot:
Librairie Albert Portail,
14, avenue Boulloche,
PHNOM-PENH.

AUSTRALIA
Oxford University Press,
346 Little Collins St.,
MELBOURNE.

AUSTRIA
Wilhelm Frick Verlag,
27 Graben,
VIENNA I.

BELGIUM
Librairie Encyclopédique,
7, rue du Luxembourg,
BRUSSELS IV.

BOLIVIA
Librería Selecciones,
Av. 16 de Julio 216,
LA PAZ.

BRAZIL
Livraria Agir Editora,
rua México 98-B,
Caixa postal 3291,
RIO DE JANEIRO.

CANADA
University of Toronto Press,
TORONTO.
Periodica Inc.,
5112 Avenue Papineau
MONTREAL 34.

CEYLON
Lake House Bookshop,
The Associated Newspapers of Ceylon Ltd.,
P.O. Box 244,
COLOMBO I.

CHILE
Librería Lope de Vega,
Calle Estado 54,
SANTIAGO DE CHILE.

COLOMBIA
Emilio Royo Martin,
Carrera 9a, No. 1791,
BOGOTA.

COSTA RICA
Trejos Hermanos,
Apartado 1313,
SAN JOSE.

CUBA
Unesco Centro Regional en el Hemisfero Occidental,
Calle 5 No. 306 Vedado,
Apartado 1358,
HAVANA.

CYPRUS
M. E. Constantinides,
P.O. Box 473,
NICOSIA.

CZECHOSLOVAKIA
Artia Ltd.,
30 Ve smeckách,
PRAGUE 2.

DENMARK
Ejnar Munksgaard Ltd.
6 Norregade,
COPENHAGEN K.

ECUADOR
Casa de la Cultura Ecuatoriana,
av. 6 de Diciembre, 332,
QUITO.

EGYPT
La Renaissance d'Égypte,
9 Adly Pasha Street,
CAIRO.

ETHIOPIA
International Press Agency, P.O. Box No. 120,
ADDIS ABABA.

FINLAND
Akateeminen Kirjakauppa,
2 Keskuskatu,
HELSINKI.

FORMOSA
The World Book Co. Ltd,
99 Chung King Rd.,
Section I,
TAIPEH.

FRANCE
Unesco Bookshop,
19 avenue Kléber,
PARIS-16e.

GERMANY
Unesco Vertrieb für Deutschland,
R. Oldenbourg,
MUNICH.

GREECE
Eleftheroudakis,
Librairie internationale,
ATHENS.

HAITI
Librairie 'A la Caravelle',
36, rue Roux,
Boîte postale III-B,
PORT-AU-PRINCE.

HONG KONG
Swindon Book Co.,
25 Nathan Road,
KOWLOON.

HUNGARY
Kultura, P.O.B. 149,
BUDAPEST 62.

INDIA
Orient Longmans Ltd.,
Indian Mercantile Chamber,
Nicol Road,
BOMBAY.
17 Chittaranjan Ave.,
CALCUTTA.
36-A Mount Road,
MADRAS.
Sub-depots:
Oxford Book and Stationery Co.,
Scindia House,
NEW DELHI.
Rajkamal Publications Ltd.,
Himalaya House,
Hornby Road,
BOMBAY I.

INDONESIA
G.C.T. van Dorp & Co.,
Djalan Nusantara 22,
JAKARTA.

IRAQ
McKenzie's Bookshop,
BAGHDAD.

ISRAEL
Blumstein's Bookstores, Ltd.,
35 Allenby Road,
P.O.B. 5154,
TEL AVIV.

ITALY
Libreria Commissionaria, G. C. Sansoni,
via Gino Capponi 26,
Casella postale 552,
FLORENCE.

JAMAICA
Sangster's Book Room,
99 Harbour Street,
KINGSTON.
Knox Educational Services,
SPALDINGS.

JAPAN
Maruzen Co. Inc.,
6 Tori-Nichome,
Nihonbashi,
TOKYO.

JORDAN
Joseph I. Bahous & Co.,
Dar-ul-Kutub,
Salt Road,
AMMAN.

LEBANON
Librairie Universelle,
Avenue des Français,
BEIRUT.

LIBERIA
J. Momolu Kamara,
69 Front & Gurley Streets,
MONROVIA.

LUXEMBOURG
Librairie Paul Bruck,
33 Grande-Rue.

MADAGASCAR
La Librairie de Madagascar,
TANANARIVE.

MALAYAN FEDERATION AND SINGAPORE
Peter Chong & Co.,
P.O. Box 135,
SINGAPORE.

MALTA
Sapienza's Library,
26 Kingsway,
VALLETTA.

MEXICO
Difusora de las publicaciones de la Unesco,
Artes 31, int. bajos,
MEXICO, D.F.

NETHERLANDS
N. V. Martinus Nijhoff,
Lange Voorhout 9,
THE HAGUE.

NEW ZEALAND
Unesco Publications Centre,
7 De Lacy Street,
DUNEDIN, N.E.2.

NIGERIA
C.M.S. Bookshop,
P.O. Box 174,
LAGOS.

NORWAY
A/S Bokhjornet,
Stortingsplass 7,
OSLO.

PAKISTAN
Ferozsons,
60 The Mall,
LAHORE.
Bunder Road,
KARACHI.
35 The Mall,
PESHAWAR.

PANAMA
Agencia Internacional de Publicaciones,
Apartado 2052,
Plaza de Arango No. 3,
PANAMA, R.P.

PERU
Librería Mejía Baca,
Azangaro 722,
LIMA.

PHILIPPINES
Philippine Education Co.,
1104 Castillejos,
Quiapo,
MANILA.

PORTUGAL
Publicaçoes Europa-América Ltda.,
Rua das Flores, 45, 1°,
LISBON.

PUERTO RICO
Pan American Book Co.,
SAN JUAN 12.

SENEGAL
Librairie 'Tous les Livres',
30 rue de Thiong,
DAKAR.

SPAIN
Aguilar, S.A. de Ediciones,
Juan Bravo 38,
MADRID.

SURINAM
Radhakishun & Co. Ltd.,
(Book Dept.),
Watermolenstraat 36,
PARAMARIBO.

SWEDEN
A/B C.E. Fritzes Kungl., Hovbokhandel,
Fredsgatan 2,
STOCKHOLM 16.

SWITZERLAND
Librairie Antoine Dousse,
Ancienne Librairie de l'Université,
Case postale 72,
FRIBOURG.
Europa Verlag,
5 Rämistrasse,
ZÜRICH.
Sub-depot:
Librairie Payot,
Place Molard,
GENEVA.

SYRIA
Librairie Universelle,
DAMASCUS.

TANGIER
Centre international,
20 rue Molière.

THAILAND
Suksapan Panit,
Arkarn 9,
Rajdamnern Ave.,
BANGKOK.

TUNISIA
Victor Boukhors,
4 rue Nocard,
TUNIS.

TURKEY
Librairie Hachette,
469 Istiklal Caddesi,
Beyoglu,
ISTANBUL.

UNION OF BURMA
Burma Educational Bookshop,
551-3 Merchant Street,
P.O. Box 222,
RANGOON.

UNION OF SOUTH AFRICA
Van Schaik's Bookstore (Pty) Ltd.,
P.O. Box 724,
PRETORIA.

UNITED KINGDOM AND N. IRELAND
H.M. Stationery Office,
P.O. Box 569,
LONDON, S.E.1.

UNITED STATES OF AMERICA
Columbia University Press,
2960 Broadway,
NEW YORK 27, N.Y.

URUGUAY
Unesco,
Centro de Cooperación Científica para América Latina,
Bulevar Artigas 1320,
MONTEVIDEO.

VENEZUELA
Librería Villegas Venezolana,
Madrices a Marrón N. 35,
Pasaje Urdaneta,
Local B,
CARACAS.

YUGOSLAVIA
Jugoslovenska Knjiga,
Terazije 27/II,
BELGRADE.

UNESCO BOOK COUPONS

Unesco Book Coupons can be used to purchase all books and periodicals of an educational, scientific or cultural character. For full information please write to: Unesco Coupon Office, 19 avenue Kléber, Paris-16e, France.

Fundamental and Adult Education

A Quarterly Bulletin

A technical journal intended mainly for specialists in fundamental and adult education, though the documents and information contained in it are within the scope of all those interested in educational problems. It contains articles describing important activities in fundamental and adult education, and statements about programmes and general lines of policy.

Annual subscription: $1.00; 5/-; 250 fr.
Each number: $ .30; 1/6; 7

MIDS LIBRARY
1651

UNESCO

Any of the Unesco national distributors w
tions; rates in currencies other than
supplied on application to the national
country concerned. For information plea
19 avenue Kléber, Paris